



The New York Institution
for the
Instruction of the Deaf and Dumb

Seventy-Ninth Annual Report

1897

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SEVENTY-NINTH ANNUAL REPORT
AND
DOCUMENTS
OF THE
NEW YORK INSTITUTION
FOR THE
INSTRUCTION OF THE DEAF AND DUMB,
TO THE
LEGISLATURE OF THE STATE OF NEW YORK.
For the Year 1897.



NEW YORK :
PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.
1898.

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NEW YORK INSTITUTION

FOR THE INSTRUCTION OF THE DEAF AND DUMB,

WEST 163D STREET AND ELEVENTH AVENUE.

THE FIRST ESTABLISHED ORAL SCHOOL FOR THE
DEAF IN THE UNITED STATES.

CHARTERED 1817.

OPENED 1818.

A FREE SCHOOL FOR ALL DEAF CHILDREN OF THE STATE.

Total number of pupils who have received instruction during the seventy-nine years since its organization, 3,675.

Every known instrument or aid which is of value in their education is used. Lip-reading and articulation are taught to all. Education of the ear where there is a remnant of hearing. A course of study equivalent to that of common schools and academies. A mechanical trade given to each pupil. Classes in cooking for the pupils. Thorough Instruction in all departments of Art a special feature of this Institution. A completely equipped Gymnasium under the supervision of a Physical Director, has been provided. A department for instruction in floriculture has been established. Military Drill for the boys.

The Institution is delightfully situated on a high bank overlooking the Hudson, at a point where West 163d Street would, if opened, intersect the Twelfth Avenue. The entrance to the grounds, which embrace about twenty-three acres, is at West 163d Street and Eleventh Avenue Boulevard.

All correspondence regarding the admission of pupils should be addressed to the Principal.

ENOCH HENRY CURRIER, M. A.



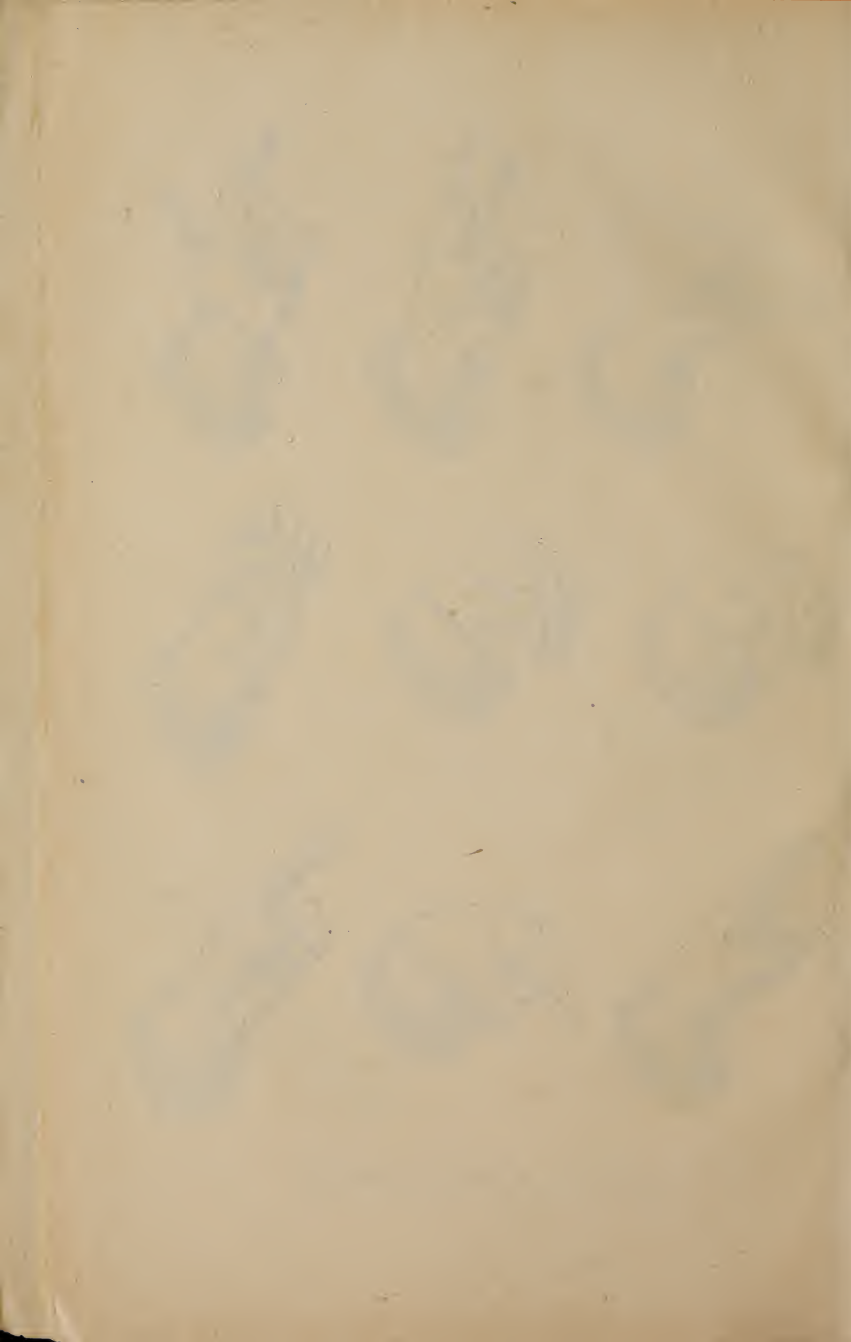
NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
View from the Male Kindergarten Building.

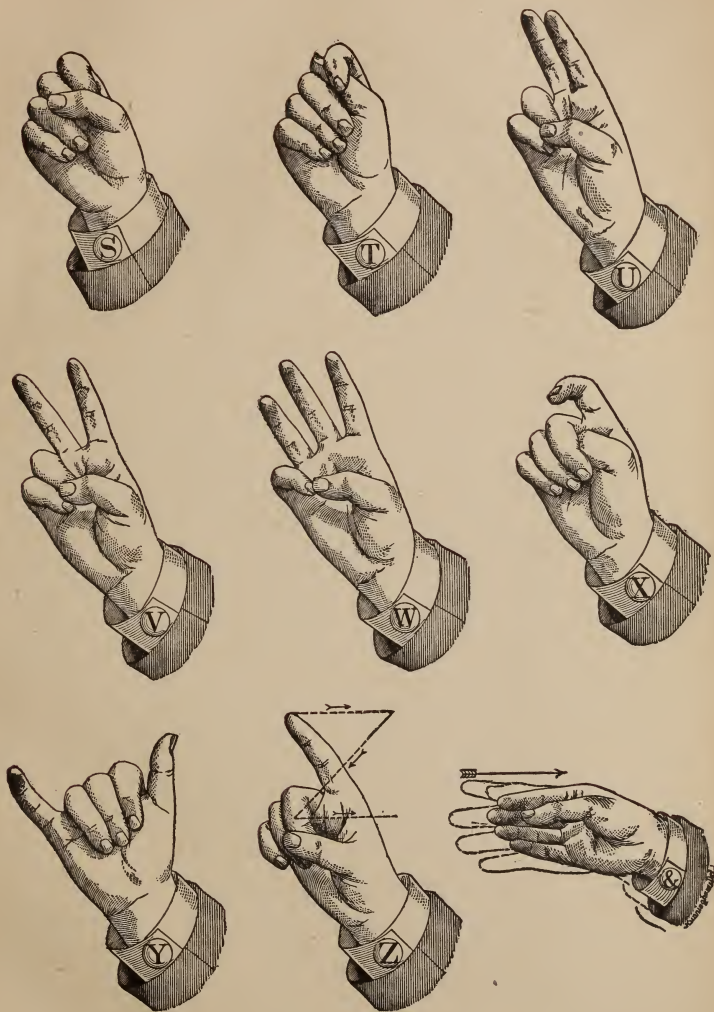


AMERICAN MANUAL ALPHABET.



AMERICAN MANUAL ALPHABET.





AMERICAN MANUAL ALPHABET.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
MAIN BUILDING FROM SOUTHWEST—150x55 feet, with two wings, each 120x46 feet.

OFFICERS AND DIRECTORS.

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EDWARD M. TOWNSEND.	WALTER H. LEWIS.
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EDWIN LANGDON.

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EDWARD M. TOWNSEND.

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MRS. CHARLES A. STODDARD.

MRS. HENRY A. OAKLEY.

MRS. WILLIAM GREENOUGH.

MRS. EDWARD G. JANEWAY.

MRS. HELENA T. BROWN.

MRS. EDWARD M. TOWNSEND.

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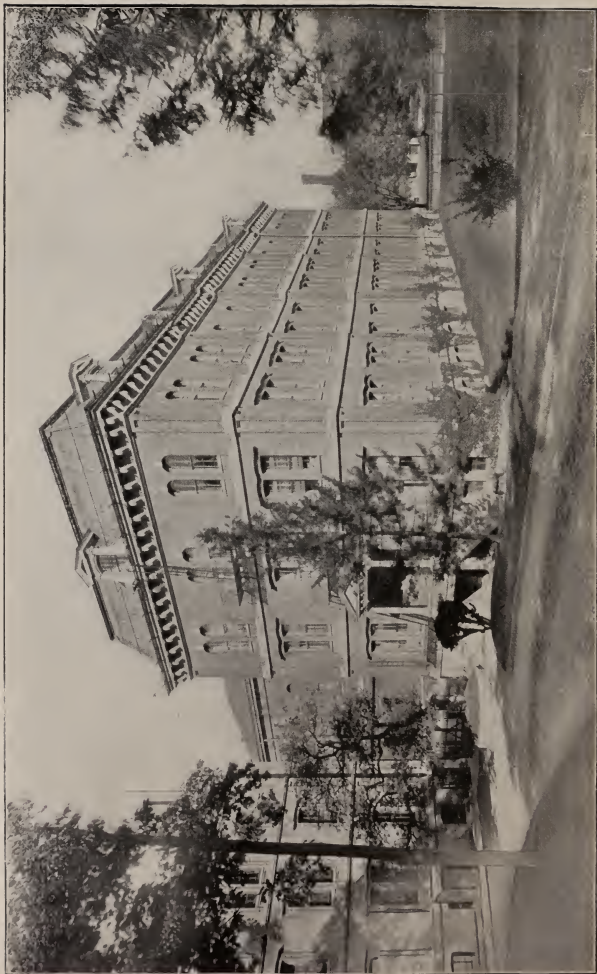
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MISS CAROLINE H. PATTERSON.

MRS. EDGAR S. AUCHINCLOSS.

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NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

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HELEN B. ANDREWS.

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ELIZABETH M. BURGESS.

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ANNA H. CLARK, B.A.

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ROBERT D. HOYT, B.A.	FLORENCE G. S. SMITH.
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HUGH CONLEY SEWARD.

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MISS MARY LEWIS.

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ANNIE DOUGHERTY.	LUCRETIA CORE.
EDITH SOULE.	EMMA MAKINSON.
C. W. VAN TASSELL, JR.	MATILDA CAMPBELL.
EMMA A. FISCHER.	

ENGINEER.

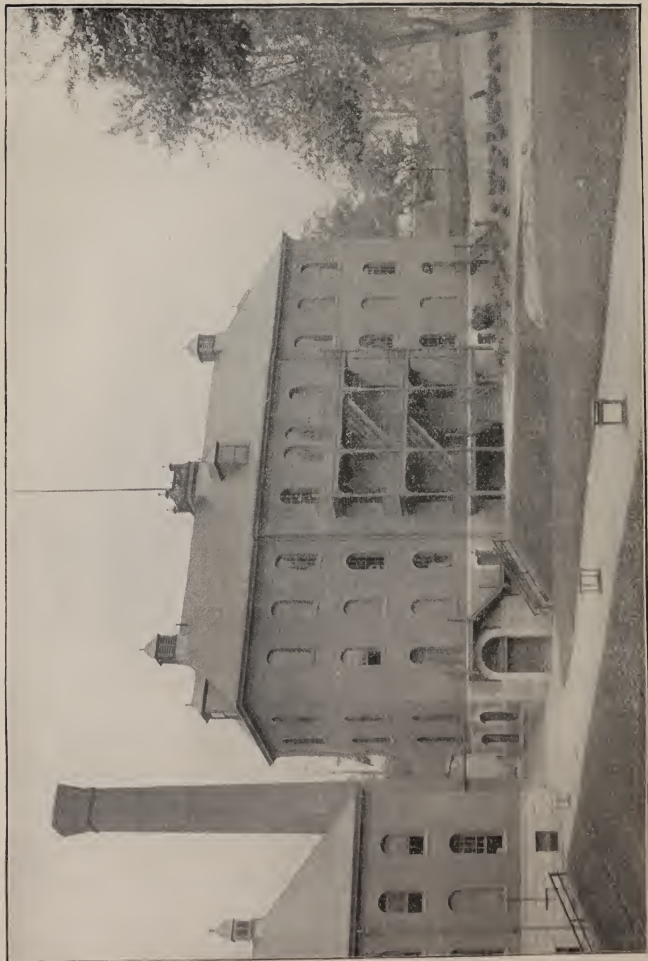
JOSEPH H. BANKS.

ASSISTANTS.

BENJAMIN LIMBERT, JR.	JAMES JAMISON.
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NIGHT SUPERVISORS.

WILLIAM L. HANSON.	ALBERT H. KING.
MAGGIE DONLAN.	



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

The New Trades School Building. 100x30 feet.

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JAMES McCUE, *Assistant.*

BAKING.

THOMAS BEATTY.

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SHIRTMAKING.

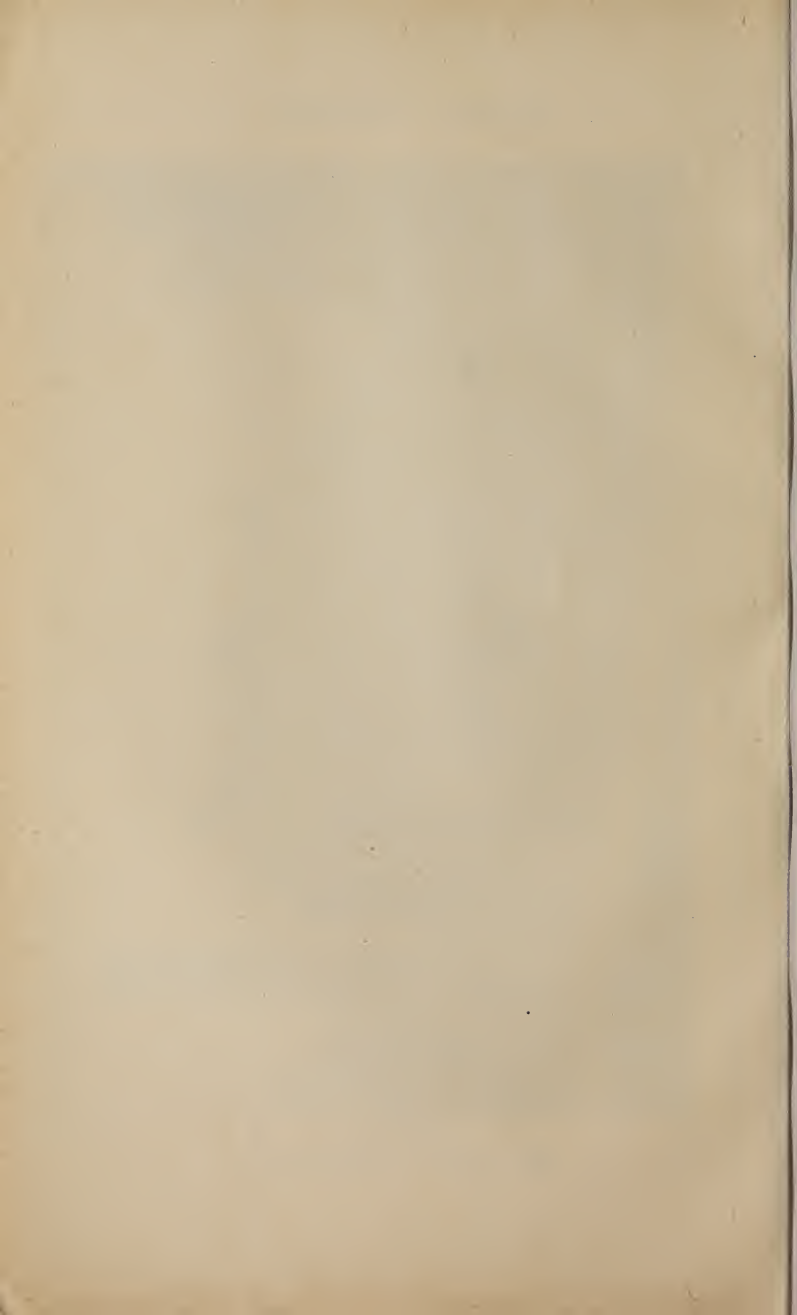
SOPHIE KLEINHAUS.

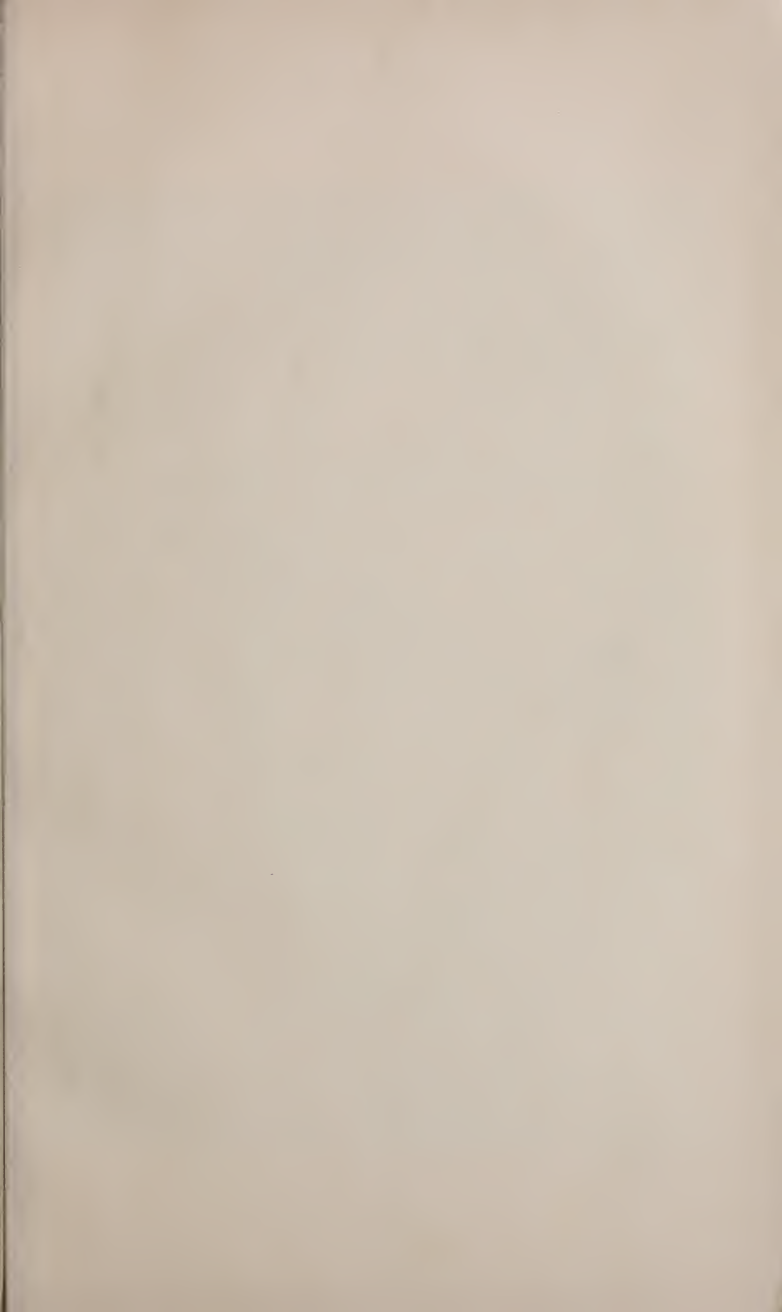
PLAIN SEWING.

FANNIE WEIDHAUS.

COOKING.

MRS. JULIA F. HOTCHKIN.







NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

SEVENTY-NINTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully submit to the Legislature of the State of New York their Seventy-Ninth Annual Report, for the year ending September 30th, 1897.

The Report of the Principal, of the other officers of the Institution, of the Annual Examination, and the Financial Report of the Treasurer, are also presented herewith.

The health of the pupils has been excellent, especially when is considered the large amount of inherited disease and weakness which prevails among children of their class.

We refer with pride to the able treatise on Deaf-Mute Instruction embodied in the Principal's Report, which indicates that the writer has not only had large experience in such matters, but also possesses a well-defined comprehension of the entire subject, even to the most minute details.

The question of admitting pupils at an early age is so very thoroughly and clearly discussed, as to prove conclusively the desirability of commencing education as soon as it is possible for them to be sent to school.

The statement of the results secured by the physical training and military drill, will be found of value to those interested in the advancement of educational work among this special class. But a short time ago it was deemed impossible to successfully teach military evolutions to the deaf, but the experience in our own Institution has shown that it can not only be accomplished, but that their proficiency in the school of the soldier shall cause surprise, not only to the casual observer, but also to those experienced military officers who have from time to time reviewed and inspected the battalion. It is a matter for congratulation that the deaf can now enjoy the beneficial results of this training, which is found to be of so great aid to discipline, that important factor of true success in life.

The additional equipment in fire extinguishing apparatus is now so complete, our rates of insurance have been materially reduced.

The classes recently established in cooking, gardening and floriculture for the boys, have already proven the wisdom of this extension to our Trades School system.

The receipts for board and tuition were \$74,782.29, and the house expenditures \$112, 845.29. The deficit, \$38,063, occasioned by non-payment of County Scholarships chargeable to New York and Kings, was made good from the private funds of the Institution.

The vacancy in the Board of Directors caused by the death of Hon. Albert M. Patterson, has been filled by the election of Mr. Edward M. Townsend, Jr., a son of our Treasurer.

At the risk of repetition, we must again urge on your honorable body the enactment of legislation on the following matters:—

FIRST :—The increase of State Scholarships for pupils to \$300 per annum for each pupil.

SECOND :—A compulsory education law for deaf children, which shall also prevent parents from taking their children away before the end of the full term authorized by law.

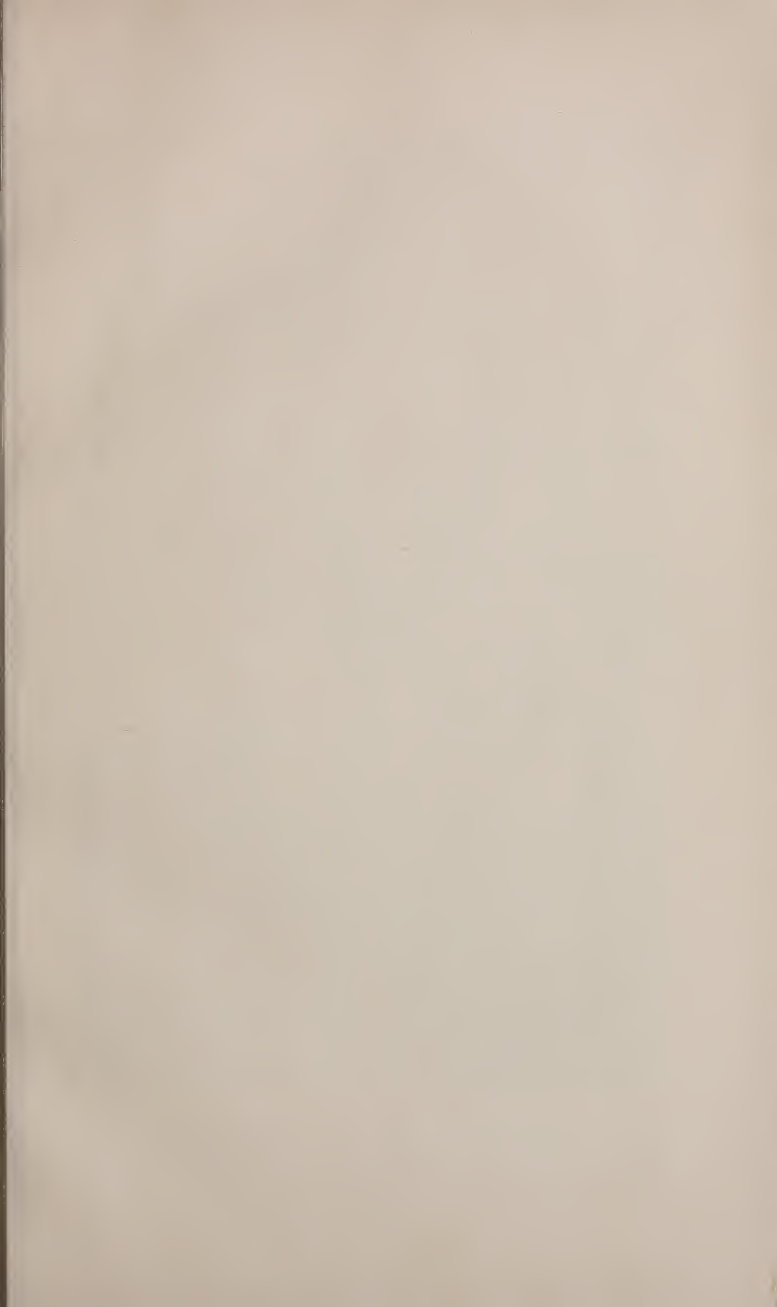
THIRD :—An amendment to the existing laws, which shall make a residence of one year in the State, instead of three, sufficient for the admission of pupils to State Scholarships.

FOURTH :—Amendment to existing laws, whereby the education of the deaf shall be wholly provided for by the State, instead of by the Counties, from the age of five to twelve years, and by the State after that age, so that the State Superintendent of Public Instruction, *only*, shall have the appointment and supervision of all deaf children of school age, resident in the State.

Thanking your honorable body for just and liberal treatment for so many years, and with assurances that the New York Institution for the Instruction of the Deaf and Dumb, the first established Oral school for the deaf in America, will, with constant improvement in methods and management, continue, in the future, as in the past, to maintain its position at the head of all schools for this special class, this report is respectfully submitted.

ENOCH L. FANCHER,
President.

THATCHER M. ADAMS,
Secretary.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF
THE DEAF AND DUMB.

THE DAILY CEREMONY OF FLAG RAISING AT THE BEGINNING OF THE SCHOOL
DAY.

REPORT OF THE PRINCIPAL.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—The Seventy-Ninth Annual Report of the Institution, the same being for the year ending September 30, 1897, is herewith submitted for your consideration.

The health of the large family has, throughout the entire period covered by this report, been excellent, and consequently the interruptions to the regular course of study have been comparatively few. It is a matter for special thankfulness that this household, comprising nearly six hundred people, the majority of whom are children of tender years and of low vitality, should be able, even with the exercise of the greatest care in matters hygienic, to present a record so nearly perfect.

SUMMARY OF ATTENDANCE.

	Males.	Females.	Total.
Number of pupils connected with the Institution, Oct. 1, 1896	248	137	385
Admitted during the year	46	31	77
	294	168	462
Re-admitted during the year	2	1	3
	296	169	465
Whole number for the year	296	169	465
Discharged during the year	42	30	72
	254	139	393
Connected with the Institution, Sept. 30, 1897 .	254	139	393

From a perusal of the foregoing table it will be seen that 465 pupils have been present during the year, 296 being males and 169 females ; supported as follows :

	Males.	Females.	Total.
By the State.	146	92	238
By the Counties	133	62	195
By the State and Counties.	11	10	21
By the Parents and Guardians	3	5	8
By the Institution	2	0	2
By the State and Institution	1	0	1
	296	169	465

The number of pupils, aside from graduates, who have left during the year is considerably larger than shown in past reports, and is due to the failure of certain ones to show sufficient advancement in mental development to warrant a longer continuance as pupils, although ample time had been permitted them to exhibit indications of a response to the efforts made to lead them from the darkness of ignorance.

One of the most important considerations for the Principal of an Institution like this, is the one which would not, perhaps, be regarded as of marked importance by the non-expert—the fact that the special class of children for whose benefit this Institution was established are not alike. To the ordinary individual the expression “deaf-mute” would cover, without regard to peculiar conditions, all children who are to be found within the Institution but there are three distinct divisions, *viz.*—

The toto-congenital mute ; the semi-mute ; and the semi-deaf.

Affecting each of these grand divisions, to greater or lesser degree, are the limitations imposed by physical conditions, environment, and by the benefit of ancestry. It will, therefore, be readily understood, that a system of instruction must be sufficiently broad and comprehensive, as well as flexible, to successfully meet the necessities of these classes and form a line of procedure which will best develop the latent faculties of each individual. Means that would secure the desired results with the toto-congenital mute would fail with the semi-deaf, and *vice versa*. Then, too, the age at which the education is begun must be considered in determining whether the child be capable of development and education. The mind of the hearing child, through the sense of hearing, is exercised from the very moment that life begins, but the deaf child, living in unfathomable silence is, from the nature of his affliction, prevented from such growth or develop-



NEW YORK INSTITUTION FOR THE INSTRUCTION OF
THE DEAF AND DUMB.
THE DAILY CEREMONY OF FLAG LOWERING AT THE CLOSE OF THE SCHOOL
DAY.



ment, and suffers mental atrophy unless effort is made to establish connection between the silent life and the world of sound. Thus it will appear that the mental powers of the uneducated deaf-mute lie nearly dormant, and the faculties of the mind, such as memory and judgment, remain almost wholly undeveloped, and this is owing not to any inferiority of these faculties, but to the want of hearing which shuts him out from the interchange of mind action, and from the acquisition, through the sense of hearing, of a language which has been perfected only by the efforts of the highest and most perfect minds of the race through successive generations. The isolation of the deaf-mute is so great that it is a work of prodigious effort to sharpen his faculties and stimulate his mental development. The child who hears, on the contrary, when his systematic education begins, has already a comprehension of language; but, for the deaf child, the language must be instructed piece by piece, and the additional labor that is required to explain the ideas which words represent to meet his unaccustomed thought that has hitherto only been accustomed to dwell upon sensible propositions, is one in which enthusiasm, intelligence, ingenuity and experience, on the part of both teacher and pupil, are requisite to give a satisfactory reward.

Many of the theorists of the present day reason that the deaf-mute, so far as mentality is concerned, is as the hearing child, and, therefore, that the same methods that are successfully pursued in the schools for the hearing should be followed in the schools for the deaf. That they do not comprehend the limitations imposed by deafness, is manifest.

In judging of the attainments of the deaf child, it is necessary to bear in mind that for him to acquire a knowledge of the English language is far more difficult than for the hearing child to acquire a knowledge of any of the dead languages. The deaf child, then, is a foreigner with the added disadvantage that he does not possess any form of written language with which to communicate his thought and feelings, consequently when he attempts, by means of the English language, either in its written, spelled or spoken form, to express himself, it is not to be wondered at that his phrasings shall not only lack grace and ease, but that they shall not present perfect idiomatic form.

At the present these deaf-mutisms, so called, are by many attributed to the deaf-mute's use of signs or pantomime, and this satisfies those who are unacquainted with the true difficulty.

The following attempts of hearing foreigners to express themselves in connected English will, to the impartial mind, be sufficient proof

that a use of a gesture language cannot be charged as the cause of failure to comprehend fully the English language.

"A Summer Holiday," written by a French pupil in an English school; "A Composition on the Whale," by a Japanese boy in an English school; a letter in English from a Japanese merchant; and a short note by a graduate of a School for the Deaf where no signs are allowed; will be sufficient illustration of the subject.

"A SUMMER HOLIDAY."

"The time which I was spending to accomplish that journey was eight hours by express train, starting from Montparnais station. This road is a very pleasant one, and without account the numerous towns which the peoples are going so often are: Baths, swim, the immensity of the large space occupy with that water, and so wonderful aspect, chiefly when we are seeing that for the first time; the great many steamers, sailors, fishing boats, moving to the sea with a astonishing easiness, the fishes of all kinds took each day by the fishermen, along the shore, and the games, such as croquet, lawn tennis, cards and many others, when the tide begin to go away. In that place it begin at two o'clocks to five, and then the place which it was occupying before is full of people amusing themselves, and the children carrying their things, begin to make many sand mountains, among themselves, seeing with a great joice the pleasure which occupy their children. When the weather is clear and the sky without any clouds, they let a boat and sail along a little distance, walking here and there, fishing in the rocks the lobsters putting their breeches on the knees in order do not make their feet wet, and when the dusk begin to fail, they start from the seashore and entering in the houses or hotels, discute about the pleasures of the day. Oh! then how they find themselves happy in these hours of peace always thinking to they pleasure, they do not doubt at all the kinds of sorrow in this short life, and do not thing no more to the poor people, whom has not so much good, in order to rejoice himself as well as these fortunate travelers making every year the same thing in order to preserve their own health in breathing the well-doing air of the sea, which give appetite, strength, and finally desire making their own in execution that is to say their own well-being."

A COMPOSITION ON THE WHALE.

"The whale live in the sea and ocean of all the country. He is large and strong in among of kinds of all the fish, and its length reach to ninety foot from seventy fots, and its color almost is a dark, and he has a large head. When swim in the up water he is so large as island. When struck the water on angry he is so voice as ring great deal thunder. If he danced make the storm without winds, and also blow the water almost lay down the fog on the weather.

"His form the proper to live, for his front legs make hire and after legs is no, and the tails is a hire that open on the top of the waters, and the mouth have no leaves but have leaves that is hard, narrow beard, as with horns. His body though is a fish, but he is not a fish, but is a creatures. His leaves is named whale-leaves. The men make everything with it. Every year to the seven or eight month from four or five month, the whalemen catch on the sea or ocean. He may lives on the

sea of North-sea-way or five island of Hirado on Higen country Japan. Written by T. Hirakawa.

"P. S.—The tell of the whale is more—but I do not know fully to tell."

JAPANESE ENGLISH.

"DEAR SIR IN YOURS: We would present to your company the bamboo fishing-rod, a net-basket, and a reel, as we have just convenience; all those were very rough and simple to you laughing for your kind reply which you sent us the catalogue of fishing-tackles, etc. Wishing we that now at Japan there it was not in prevailing fish gaming, but fisherman, in scarcely there now, but we do not measure how the progression of the germ of fishing game before hand. Therefore we may yield of feeling restock in my store, your country's fishing-tackle, etc. Should you have the kindness to send a such farther country's even in a few partake when we send the money in ordering of them should you? I am yours, yours truly."

DEAF-MUTE'S NOTE.

"MR. SMITH:—I am very sorry for not inviting you to the party to-morrow night because our Uncle John died this evening at 6 P.M., *and it blows us very shockly.*

"Don't come at all.

"Sorrowfully yours,

"M."

The perusal of the foregoing specimens of thought, presented in a language foreign to the writer, will indicate clearly that the difficulty in giving to the deaf child ability to use the English language, is not that he has ever seen or used signs or gestures, but will confirm the belief that the hindrance in his case consists in the fact that our language of words presents a very different form when learned solely through the eye, as compared with the form in which it presents itself to those who learn it through the ear. The mental processes are entirely dissimilar. Words without sound are but skeletons, and fail to convey to the human mind, when robbed of sound, the power and strength of thought and feeling.

Therefore, the education of the deaf consists of far more than the teaching of the English language, although this is the great aim of the instructor, and it would manifestly be unfair to judge of a deaf-mute's accomplishments by the sole test of his ability to express himself in the English language. While he may be able to gain from the printed page all that is important and useful, so far as the comprehension is concerned, he may still be unable to clearly express himself in written language as to the value of what he has read.

The science of deaf-mute education, in common with the other sciences and professions, has made rapid advancement. The history of

our own Institution marks how progressive. The present system of instruction has been attained after seventy-nine years of experience and study, by the Principals and teachers who, in the past, have faithfully labored herein, and the present instructors will no doubt continue to give still further improvement. One of the striking indications of this progress is the evident intent which promoted the change of the age limit required for deaf children entering school. In the early history of the Institution, it was held that the age of 12 or 13 was, in most cases, for the deaf, the best age at which the child should be placed under instruction, an earlier age being considered as a decided disadvantage to the child. The Legislative Act of April 18, 1822, by which the first provision was made for the State Scholarships, directed that the deaf should be admitted between the ages of 10 and 25; the Act of April 18, 1838, enacted that "No deaf and dumb person should be entered on the list of State Pupils to be educated, under 12 years of age." This alteration of law was made at the suggestion of the officers of this Institution, and may, therefore, be regarded as expressing their views and wishes. In explanation of this, it should be stated, however, that, at this time, only a very limited period of instruction was allowed by the State, and, therefore, it seemed important to them that the age of selection should be one at which they considered the deaf-mute most capable of mental effort. At the present time, through the provision made for the admission of pupils of five years of age to County Scholarships, so called, a more liberal policy has prevailed, and when the age of 12 is reached, State Scholarships are then possible.

When the condition of the deaf child is considered, even when his home is one of culture and refinement, cut off as he is from the instruction derived from the daily conversation of the family, the great factor in the progress of the development of the normal child, it is a serious question whether the age of admission could not, with decided advantage to the harmonious development of the deaf child, be still further reduced to the age of four. The experience of the past few years, during which it has been possible to receive children of tender age, emphasizes the fact that success in the difficult study of language will be better attained when such child is sent to school early, and when he receives the benefits of the special training afforded in the Kindergarten. The special stress that is now laid upon giving every deaf child opportunity to learn to speak, would, in itself, seem to be a sufficient reason for making the age limit four years, the organs of vocalization at that time being so plastic and amenable to systematic exercise and development as to insure better results than would otherwise be possible, were they permitted to remain unexercised for a longer



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period, since, as Quintillian states, "*Natura tenacissimi sumus eorum, quæ rudibus annis percepimus.*"

The ability to acquire simple forms of language is no less in the case of the deaf child of four, than when the deaf child is ten or twelve, and certainly his mind will far more readily receive at the age of four, than after a longer period of dormancy. From my own experience, I do not hesitate to affirm that the younger deaf child gains more knowledge at school, and acquires that the more readily, than he who begins in later childhood. To the objection that may be raised at the loss of home training and cultivation of home feeling of a child placed very early at a boarding school, I would reply that, in most cases, while the child at home is given all the devoted care that love and affection can bestow, it is losing the more valuable mental stimuli and quickening that the school affords. I admit that it is a sore trial to the parent to have the child removed from home care at the tender age, but the advantages which follow from the early training of the mind of the deaf child are sufficiently marked to cause the wise parent to consent to the separation, especially when are considered the opportunities afforded by the advanced methods of to-day; the homelike surroundings at the school which suggest the same attention to the needs of the child that the parent loves to provide, and the fact that the child's advancement is immeasurably increased through the reception of systematic instruction at all times—instruction wholly impossible at home.

No parent should be willing to permit a selfish love to prevent a deaf child from the enjoyment of such privileges. Sometimes a parent is found who recognizes this, and who requests, as a special favor, that his child be admitted to the Institution before he has reached the legal age. In several instances the Directors have acceded to such request, the Institution from its private funds making payment of tuition fees until the child becomes old enough to avail himself of a County Scholarship.

The views here expressed are diametrically opposed to those held by eminent predecessors, but advances made in the past ten years in this special line of the training of the very young deaf children, would seem to warrant the change in policy.

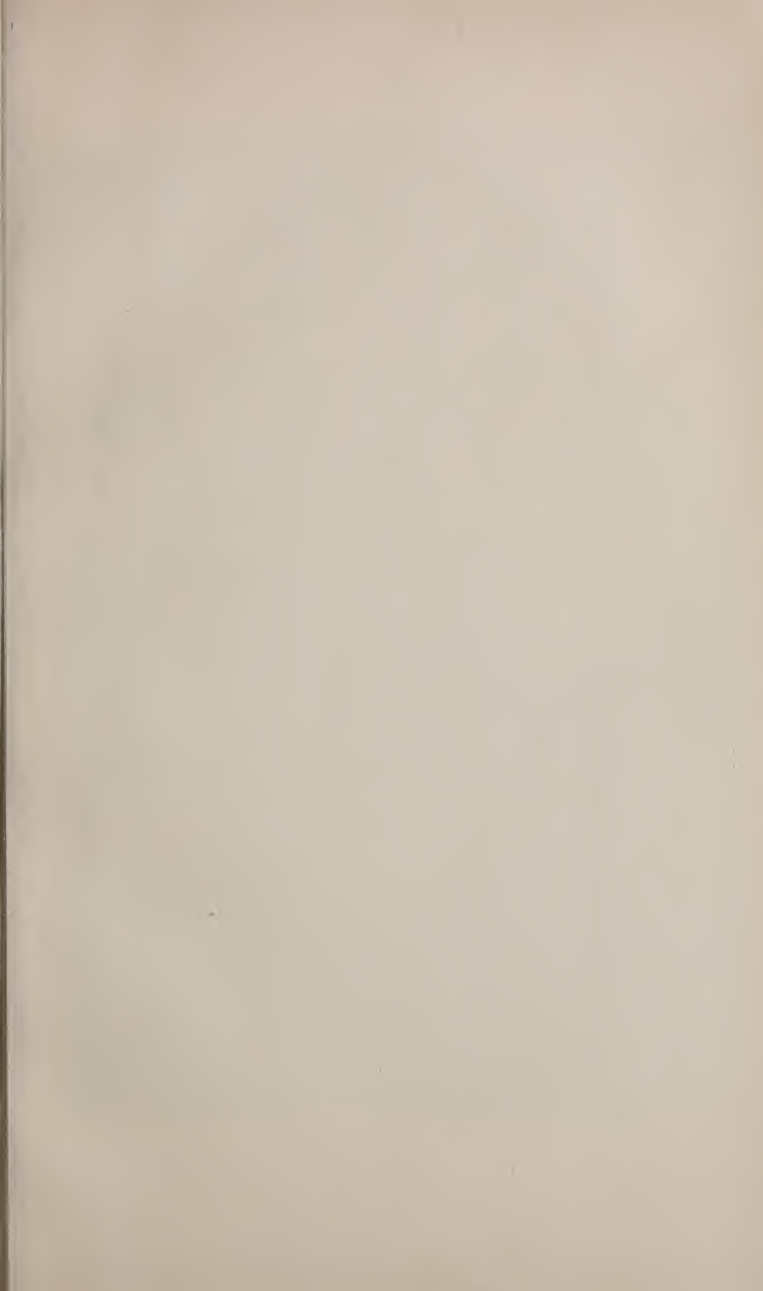
It is not, in one sense, a new departure. It is a condition that has already become operative in at least three schools, where children are sent at the age of three years, and our own experience is, in itself, a sufficient proof of the wisdom of admitting children below the present legal age.

There are in this Institution to-day, one hundred and twenty children in the Kindergarten, whose ages range from three to ten

years. They are divided into thirteen classes, under the instruction of ten teachers, and their daily routine of occupation is one of the most delightful series of exercises to be seen in the work of the school. The progress shown by the little ones in the Kindergarten classes, whether we consider their development in language, in speech, or in acquiring useful knowledge, is most satisfactory in all respects. At no previous period of the history of the school have there been under instruction at one time so many children of a tender age. Our facilities for housing and proper care of this growing class of pupils are being taxed to their utmost, and the need of a separate building, where the little ones of both sexes can be separated from the older pupils, and have their living and school arrangements, with apartments for their special teachers and officers in the same building, wherein they may be continually surrounded by the influences tending to foster and encourage love for parents and for home, at the same time they are being guided to a knowledge of spoken, written or spelled language, will be a matter for consideration in the near future.

The full comprehension of child nature, especially the nature of the deaf child, marks one of the chief requirements demanded from those who undertake this department of instruction. From a close observation of the children upon their first arrival at school, we invariably discover wherein deficiencies exist and the causes to which they are traceable. Such defects as listlessness and weak will, are often found to be due to fatigue resulting from weakened physical condition, mouth-breathing or like condition. Mouth-breathing is much more common than might be supposed. Sometimes it may merely be a habit, but there are cases where inspection shows that the condition of the throat renders speech difficult, and in some instances the skill of the specialist is necessary to secure a normal condition. This latter condition is more frequent in the cases of the partially deaf or semi-deaf children, who generally manifest a degree of dumbness that is puzzling, and which leads the non-expert to suppose the child an imbecile or idiot. Weakness of will power may possibly account for it, since it is acknowledged that there is a form of disease affecting the will power alone. There are many mild forms of this to be found among children in all schools. Such children, while they possess faculties in reasoning and judgment, cannot execute their wishes until trained so to do. The cure is not to be effected by the will, but other aids must be brought into action to overcome the weakness. The mind of the child not well under control wastes energy which good guidance might save. That proper training effects an economy of force, is especially true in the case of the weak.

Translation of mental states from the teacher to pupil, becomes





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largely imitation of the visible expression seen in the teacher by the pupil. The appearance of strength or fatigue, of quiet mental attention or excited nervous tension in the teacher, is imitated by the child. Through personal contact with children, we come to know them thoroughly, and an intimate knowledge can be obtained even though the teacher has had no training in psychology, although this is an important study for all engaged in teaching the deaf, and the direct duty is thus forced upon the teacher of special or defective pupils to study carefully the children under their charge, that they may become familiar with the individual tendencies of their pupils, and thus be able to discover and prepare for every varying condition. When this is neglected, unintentional injury is done the pupil, but where it is properly attended to, the especial treatment required for peculiar mental traits is suggested and provided for.

In attempting a study of the deaf, one must pursue methods similar to those employed in physical science. The same primary assumption is established as under scientific work. From the fact, we assume the antecedent or cause. Every movement we can see, and every result of growth, must be the effect of physical causes. These movements and signs of growth are not always apparent to the casual observer. They require the experienced eye and the trained mind to detect and be prepared for the next step in mental progress. We may secure action on the mind of the child in two ways—by feeding it and stimulating it through the organs of sense. In the deaf child, the greatest of these avenues is, as a means of assistance, absent, and extended demands are made upon the eye. Since the brains do not grow by feeding only, but must be stimulated from without, the importance of careful training of the powers of observation are manifest, and for such purpose the value of the Kindergarten is established, since the gifts, games and occupations, while unconsciously educating all the senses, particularly strengthen the power of observation.

The problem for the providing for the individual needs of pupils, while retaining the beneficial features of class instruction, has always been the moving spirit of our system, and to obtain a wise regulation of the individual and of the class without injury to either, has been the subject of constant study. My first step in this direction was to change the system which had prevailed to within the last three years, which confined promotion to once a year and that dependent upon the result of the annual examination in June, and in its place to provide for the individual promotion as often as found necessary. This, of course, implies the putting back of some pupils from the regular ranks, and the putting forward of others. The reason therefor is easily understood by those familiar with the instruction of the deaf.

Nevertheless, complaints are frequently received concerning the keeping of pupils in the lower grades too long. This is not due, as might be supposed, to poorly arranged grades of study, to indifferent teaching, to an erroneous standard as the basis of promotion, nor to the failure of the Principal and his assistants to attend to the correct grading of pupils, but it is clearly traceable to the deficiencies in the pupils, occasioned by their entering school at advanced age, the lack of mental growth, and like causes.

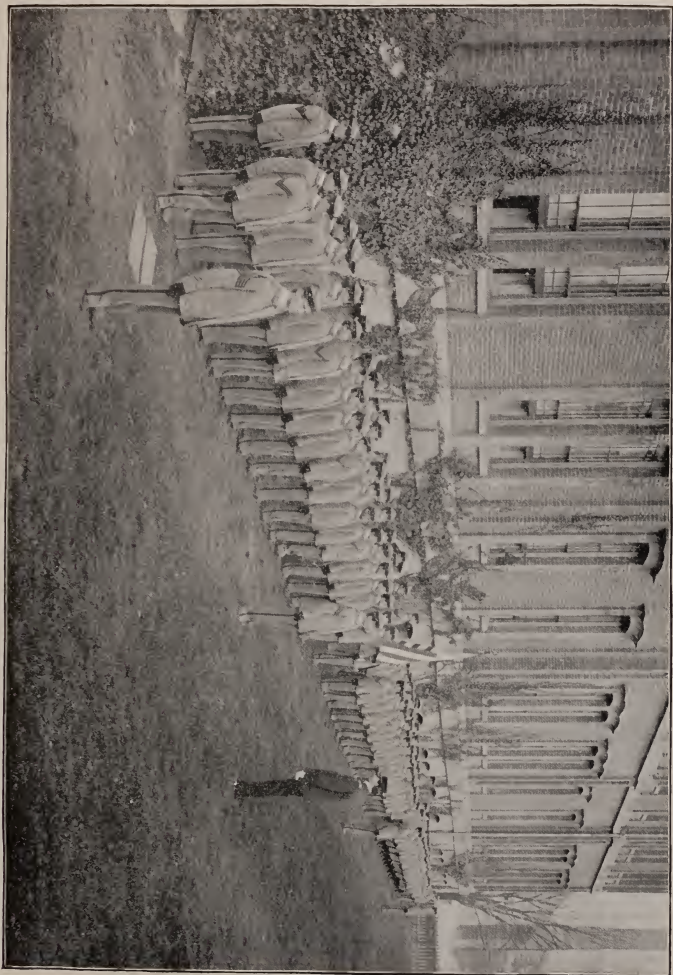
One great source of trial is that it is difficult at times to satisfy the expectations of the parents in the matter of the advancement of their children from grade to grade. It is a pleasing duty to promote the competent and deserving pupil, but, on the other hand, it is not a pleasant thing to be obliged to refuse the request of parents that their children be promoted, when experience points that such promotion would be detrimental to both pupil and to the school. As we follow a prescribed course of study conducted on systematic lines, exact justice to all is requisite in order to obtain ultimate success in our work, and even the withdrawal of pupils by parents because of refusal to accede to unreasonable demands, cannot alter this line of procedure.

The instruction outlined in the programme in studies provides for a full course of eleven years, divided into Kindergarten, Primary, Intermediate, Grammar and Academic grades. Classes are reorganized twice each school year. By the end of a term of five months, many members of the class that started nearly equal, show that they cannot any longer keep up with the class. They are then dropped back, the re-organization again putting together those who can progress to the best advantage.

The academic grade is a special course of study covering a period of three years, allowed to such pupils as have shown exceptional ability to pursue advanced studies. Particular attention is given to the selection of these pupils, and the results of given tests, together with the opinion of the professors and teachers, are relied upon by the Principal as factors to determine whether the pupil should be recommended to the Superintendent of Public Instruction for this honor.

It will thus be seen that assignment to this grade does not go by favor, but is dependent equally upon the result of rigid examinations, upon the opinions of professors and teachers as to the capabilities of pupils to undertake the additional tasks, and upon general deportment. While, therefore, it is always desirable to secure the active co-operation and assistance of parents in stimulating pupils to their best efforts, it is not to be expected that any other considerations than merit and fitness shall control the promotions to this grade, however much we

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may desire to be in accord with the wishes of parents respecting the classification of their children.

PHYSICAL CULTURE.

During the year under review, special attention has been paid to the physical improvement of the pupils, as well as mental and manual. Regular gymnasium work has been required of all the pupils. As will be seen from the report of the Committee on the Annual Examination, a uniformity of increase of chest capacity, and the consequent greater ability to use the vocal organs, in order that the practical value of speech training might be fully tested, has been noted.

It is especially fitting that this Institution, the *first* established Oral School for the Deaf in America, should leave nothing undone to determine to what extent intelligible, fluent speech, may be given to the toto-congenital deaf, as a class, and that being determined, to state plainly the limitations thereof.

It is a duty that the specialist owes the public, that exceptional cases should not be taken as representing an entire class, and when people not conversant with the deaf are brought into contact with the ordinary deaf-mute, and find that they are unable to understand his utterances, it is a positive injury to the cause of oral teaching, and creates a distrust of this method of instruction which it does not deserve.

Every pupil in this Institution is afforded an opportunity to acquire speech and speech-reading, and the best available teachers are employed, but, when the test of reading extracts unfamiliar to the non-expert listener is applied, and the results, in many cases, so unsatisfactory, the question is presented whether it is of sufficient value to warrant the expenditure necessary to produce them.

In the cases of the semi-mute and the semi-deaf, this question can not be raised, since for them speech, that is of practical value when they are brought into contact with the world at large, is not only possible, but profitable and pleasant, and hence, I believe it to be the experience of the general public, that for purposes of communication with the toto-congenital deaf, the manual alphabet and writing are the most satisfactory and serviceable forms.

All sentiment should be taken away from the examination that determines which toto-congenital deaf pupils should be taught speech, and surely, if we are permitted to judge the value of these two forms of communication by the general practice of the deaf beyond the ordinary phrasings of salutation and inquiry, we shall see that by a very large percentage communication with the hearing and speaking world is made either by the use of the manual alphabet or by writing.

Writing possesses the greater advantage of permanency, and also affords the opportunity for reconsideration and review; but, as will readily be seen, there are times when it would be found inconvenient, if not wholly useless, and the manual alphabet, despite its transitory character, more advantageous. These methods of expression, however, will always be found by the *toto-congenital* deaf to be of more utility, hence the teacher should, at all times, insist upon clearness and exactness in their use.

MILITARY DRILL.

The military drill has been continued with the most gratifying results. As an incentive to renewed efforts in this direction, at the beginning of the year, Mr. Archibald D. Russell, of the Board of Directors, offered a gold medal to the pupil who should, at the close of the school year, show the highest degree of proficiency in the school of the soldier. On Members' Day, the third Tuesday in May, the battalion was inspected and reviewed by Col. Francis V. Greene, of the 71st Regiment, N. G. S. N. Y., after which the medal was awarded to Corporal Anthony C. Reiff, in the presence of the Board of Directors and Members of the Institution.

The battalion has also been reviewed by Col. George Moore Smith, of the 69th Regiment, N. G. S. N. Y., and the expressions of these competent military officers have been most pleasing to the Directors, officers and pupils.

The cadet officers have shown commendable zeal in the performance of all their duties, and have endeavored to inspire their commands with a desire to excel in military formation and evolution.

In a former report I have explained at length the advantages that the regular systematic drills would be likely to afford the deaf, so that it does not seem imperative that more should at this time be stated, than that all expectations have been fully realized.

MANUAL TRAINING.

In the year 1831 the Trades Schools were established, it being deemed especially desirable that the deaf should, for a portion of the day, be practiced in the development of those handicrafts that would be likely to afford them a means of support after graduation. At that time, this Institution was the only school for the deaf in the State, and the majority of its pupils were from the rural districts, so that the trades first introduced were those which would be found most useful on the farm. Carpentry was first introduced, followed by cabinetmaking, shoemaking and tailoring, for the boys; with dressmaking, shirtmaking and sewing for the girls. In later years,



Winner of the Archibald D. Russell Medal, for Highest Proficiency in the
School of the Soldier.

printing, art classes, cooking classes, type-writing, painting, and floriculture, have been added.

In previous reports I have detailed at length the system of instruction pursued, whereby both the hand and the mind were developed along parallel lines, and, therefore, at this time, it would seem sufficient to note that, under competent and experienced masters, the pupils, as soon as they are old enough to undertake work, are assigned to the various Trades Schools, for three hours each day, in order that they may have the opportunity to acquire dexterity and familiarity with the principles of manufacture.

The importance of this instruction to the deaf would seem so great that no argument would be required to set forth its value, so that every well-organized school for this special class should afford the opportunity for this training of the artisan.

In order that an idea may be gained of the extent to which we are able to carry these pupil apprentices, I will append a table which will indicate the value of work done for the Institution in the several Trades Schools, which will, at least, prove that the instruction is along practical rather than theoretical lines.

PRINTING CLASSES.—Forty-six pupils, and estimated value of work, \$1,115.15.

CARPENTRY AND CABINET-MAKING CLASSES.—Fifty-nine pupils, and estimated value of work \$1,734.25.

CLASSES IN GARDENING AND FLORICULTURE.—Twenty pupils, and estimated value of work \$1,832.80.

CLASSES IN HOUSE PAINTING.—Two pupils, and estimated value of work, \$900.

In the other industries I mention the amount of the work instead of of the value.

TAILORING CLASSES, numbering four, have completed during the year:—

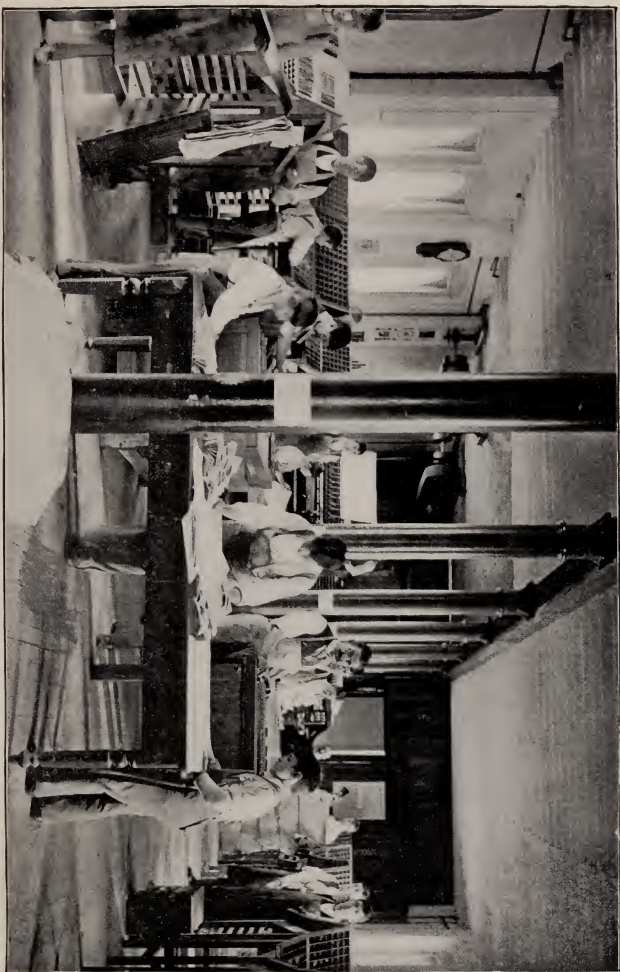
Duck Aprons	57
Duck Suits.	12
Waistcoats	6
Clothing Bags	34
Duck Pants	25
Garden Suits,	7
Baker's Suits.	14
Cloth Suits.	5
Waiter's Suits	23
Clothes Basket Covers	5
Overalls.	25
Suits Altered.	110
Suits cleaned, pressed and repaired	6,207

THE SEWING CLASSES, numbering pupils: in plain sewing, 50; shirtmaking, 7; dressmaking, 6.

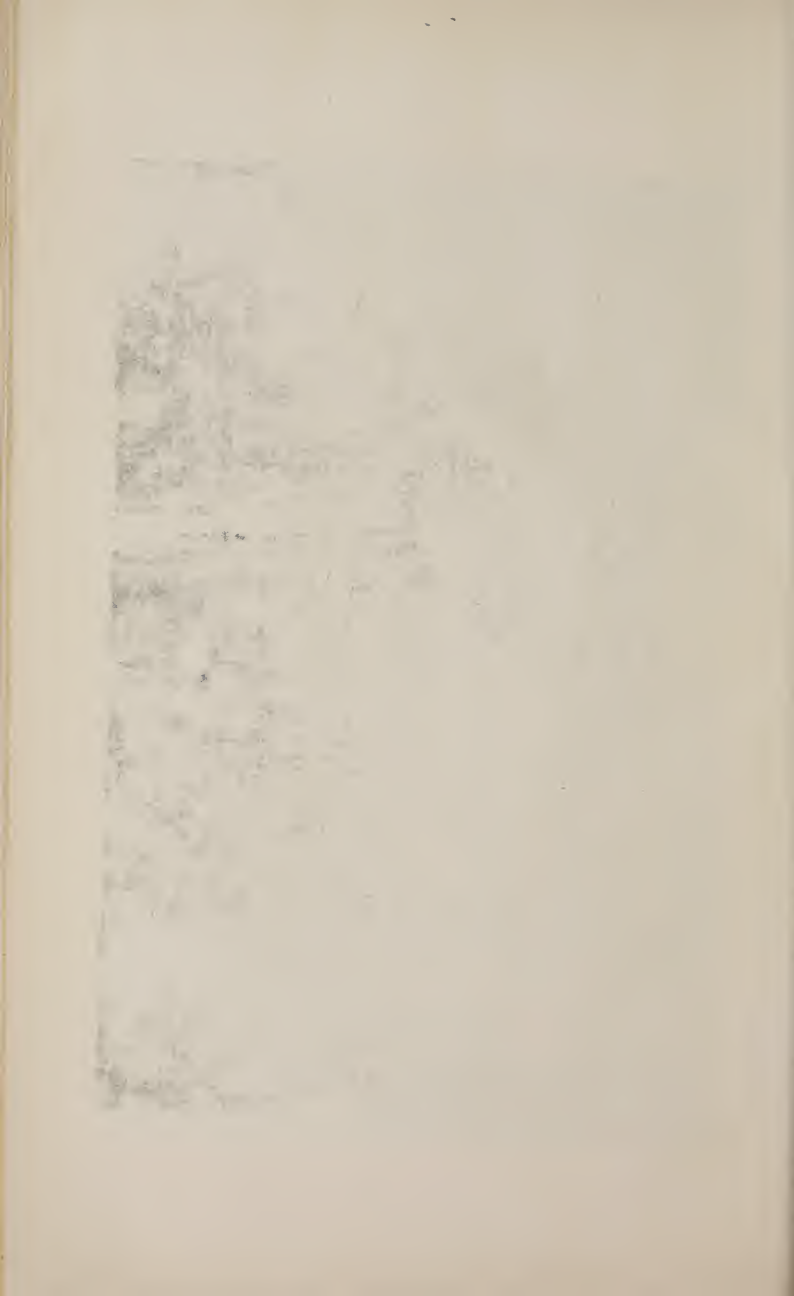
Uniforms	200
Sunday dresses.	15
School dresses.	109
Dresses and Waists repaired.	75
Day Shirts.	212
Night Shirts.	175
Night Drawers.	96
Shirt Waists	267
Flannel Skirts	57
Balmorals	106
Drawers	173
White Aprons.	155
Gingham Aprons.	125
Sheets	208
Pillow Cases.	78
Towels	3,252
Table Cloths	25
Napkins.	441
Coffee Bags	19
Baskets lined.	24

RECAPITULATION OF INDUSTRIES.

INDUSTRIES.	MALES.	FEMALES.	TOTAL.
Art.	10	6	16
Baking.	2		2
Carpentry and Cabinet-Making.	59		59
Cooking.	24	23	47
Dressmaking.	•	6	6
Gardening and Floriculture.	20		20
Gymnasium Assistants.	2		2
Housepainting	2		2
Ironing.		54	54
Plain Sewing.		50	50
Shirtmaking		7	7
Tailoring	4		4
Printing.	46		46
Typewriting.		9	9
Total.	169	155	324



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FINANCIAL.

The receipts of the year for State and County Scholarships have been \$72,083.79; the amount received from the private funds of the Institution in order to make up deficiencies arising from the failure to receive tuition fees from the Counties of Kings and New York, \$38,063.00; but for more definite information in regard to these matters, I would respectfully call your attention to the Report of the Treasurer.

REPAIRS.

The cost of annual repairs, when the magnitude of the Institution is considered, will not seem excessive, and in this connection it must also be remembered that the buildings have been in continuous use since 1856, but so far as it is possible to determine at this present, they are in satisfactory condition.

The most important repairs made during the summer vacation, are here enumerated for your information :

AT THE MANSION HOUSE.

MASONS.

Repairs to plaster in all rooms of the upper floor; in the playroom; basements; school rooms; and the repairing of the brick wall in the playhouse.

PAINTERS.

Kalsomining ceilings of upper floor; stair hall; playroom; front room on the second floor; tutor's room; dormitory; matron's room; latrines; dado, school dormitory, and bins in the storeroom.

PLUMBING.

New range of water closets, four seats, and urinal with glass back; slate slabs for bottom and sides. New sink in kitchen, (78x28x10,) with iron back, and also on the first floor, (62x22x8,) iron pipe connections from same to sewer and vent pipe through the roof, and hot and cold water pipes.

CARPENTERS.

The necessary carpentry work for the range of water closets; for the fitting of sinks; taking up floors and relaying same to permit passage of new iron sewer pipes; new bins in store-room; drip boards to both sinks; floor of back piazza, and sundry minor repairs to doors and windows.

FURNITURE.

Three carpets and two bed-room sets.

MAIN BUILDING.

CARPENTERS.

New store-room in the northwest corner of boys' wing basement ; room for nurses at the north end of west hospital wing ; floor of boys' clothing-room ; wainscoting at the basement entrance ; wainscoting in the reception room of the hospital, and repairs to doors and windows.

PAINTING AND KALSOMINING.

New clothing store-room ; corridors in the basement ; rooms 7, 8, 16, 17, 18, 20, 21, 23, 26, and 27 ; bath-room and closet teachers' hall ; hall, boys' lower dormitory ; bakery ; meat-room ; store-rooms ; and floors in the hospital wards and halls stained.

MASONS.

The baker's oven entirely rebuilt ; ceilings of room 27 ; teachers' main hall, and renewals in other places where needed.

PIPING.

Three Bundy Radiators in northwest ward hospital ; new sink and piping, pupils' dining-room ; two ventilating registers, main hall.

FURNITURE.

Straw matting for rooms 7 and 8 ; carpets for rooms 13, 17, 18, 20, 21, 23, 24 and 30 ; 1 bed-room set ; 39 shades for girls' sitting-room ; new stair pads, north and south stairways.

SCHOOL BUILDING.

Patching up ceilings and walls in gymnasium ; repairing window casings south end of second floor ; wood filler on floor of boys' clothing-room ; painting and kalsomining rooms 26, 27, 28, 29 and 30 ; straw matting on rooms 26 and 30.

EXTERNAL REPAIRS.

Fire escape and balcony around mansard roof of school building sandpapered and painted two coats ; all gutters, ventilators and roofs of group of buildings ; new roofs to the cross corridors, including sheathing ; new gutters on the girls' High Class dormitory ; all leaders taken down and repaired ; new jack to Mansion House range ; new scuttles and flashings for chapel roof, and ridgings on boiler house, painted ; greenhouses painted inside and out, cracked glass renewed and gutters repaired.

POWER HOUSE.

Duplex steam trap and automatic pump for pumping hot water into boilers repaired; boilers and grates overhauled and renewed where necessary; new laundry stove, and repairs to mangle.

CONVENTIONS.

By your direction, I was present at the National Educational Association Convention, held at Milwaukee, July 5th to 11th, and take great pleasure in reporting that a separate section, No. XVII., of the Association was formed, which has for its scheme the development and instruction of special classes of children. The benefits arising from the meetings of this section will be of value in the future and will no doubt attract to the various phases of our work the attention of educators of great experience, so that we may confidently look forward to a greater advancement than would be possible without this feature of organization.

The Institution was also represented at the Annual Conference of Physical Directors of Schools and Colleges, held in Springfield, Mass., and as a result thereof, the pupils of this Institution will have the advantage of receiving the most judicious physical training.

In July the Empire State Association of Deaf-Mutes, composed of the alumni of the various schools for the deaf in the State of New York, assembled in 19th Convention at Binghamton, at which our school was represented.

ANNIVERSARIES.

Within the year, the Institution has commemorated two anniversaries, which are of peculiar interest in its history, and deserve at least a brief mention.

December the 4th, marked the Fortieth Anniversary of the removal of the Institution from its former site, 50th Street and Fourth Avenue, to Fanwood. Three hundred and fifteen pupils, with sixteen teachers, composed the school on that day. This interesting event was recalled by a meeting in the chapel, at which were present three hundred and eighty-three pupils with twenty-seven teachers. The comparison between the number in attendance forty-years ago, when the school was the only one in the State, and at the present time, when it is one of eight, is suggestive of its continued strength, and its position at the head of the Schools for the Deaf in the State. The programme for the day was :

1. Address by Principal Currier.
2. Remarks by Dr. Peet, Emeritus Principal.
3. Reminiscences by Mr. C. W. Van Tassell.

4. Recitation of the Lord's Prayer orally in concert.
5. Benediction by Dr. Peet.

The occasion was rendered doubly interesting by the fact that it was also the seventy-second birthday of Dr. Isaac Lewis Peet, who was made the recipient of congratulations from the Principal, teachers, officers and pupils.

The year also marked the Thirtieth Anniversary of the founding of the "Fanwood Literary Association." This is an organization, which embraces more than a hundred of the most advanced pupils, with their teachers, the Principal acting as Counselor. Its meetings afford opportunities for general instruction and entertainment, conducive to the harmonious and happy development of mind and body. On three Saturday evenings of each month, carefully arranged literary programmes are carried out by the members. Questions of right and policy are discussed; weekly *resumes* of current events are detailed; and the stores of ancient and modern literature are unfolded by selected pupils, interspersed, at regular intervals, by special lectures by the professors and teachers. The programmes of the year, included lectures on: "American Authors," "Ulysses S. Grant," "Masterpieces of Shakespeare," "The United States Navy," "Ethan Allen and Fort Ticonderoga," "Capital and Labor," "American Diplomacy," "Edgar Allan Poe," "Life in the Far West," "Monuments of Ancient Egypt," "The French Revolution," and "Coal."

Social-reunions, on one evening of each month, are held, when the entire household assembles to entertain the children with games and dancing. These socials prove an invaluable incentive to correct conduct, while, at the same time, they promote habits of amenity and self-control.

At stated intervals, the order of entertainment and instruction is shaped to include illustrated lectures by means of the fine, large stereopticon owned by the Institution. The subject matter of the lecture is written in simple language on glass slides, and projected in enlarged form on the screen. Thus, not only are the pupils gratified by an exhibition of beautiful pictures, but also, by the association of language with the pictorial illustration, a direct and lasting effect is produced. Among the subjects presented during the last winter were: "The Highlands of Scotland," "The Lowlands of Scotland," "Scenes from Child-Life," "The Holy Land," "Scenes from American History," "Switzerland," "Norway and Sweden," "China," and "Japan."

STATE INSPECTION.

During the year, complete and thorough inspection of the Institution has been made by representatives of two Departments of the



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CABINET AND CARPENTRY CLASS ROOM.

State—the Department of Public Instruction, and the State Board of Charities.

On the occasion of the visit of Hon. D. E. Ainsworth, Deputy Superintendent of Public Instruction, I was absent from the Institution. Upon my return I at once wrote to the Deputy Superintendent, expressing my regret that his inspection should have taken place during my absence, and received this most complimentary reply :

“ Permit me to say that I was astonished at the perfection of your Institution and shall avail myself of the opportunity of again visiting it in the near future. I have not seen an Institution since I have been in the Department which so thoroughly impressed me with the good work done as did yours.”

CHANGES.

The additions to the staff of instruction made necessary by the increase in attendance and by the retirement of Misses Jane T. Meigs and Luann C. Rice, after a term of service of 47 and 28 years respectively, are as follows :

Miss Katherine B. Schenck, a most successful teacher at the Cleveland Day School for the Deaf, Miss Margaret B. Clark, Miss Edna B. Lewis, Miss Elizabeth M. Burgess, and Miss Katherine L. George.

These last three are especially trained kindergartners, and bring to the work the youth and enthusiasm which are so absolutely essential for the teacher of children who are deaf.

ACKNOWLEDGMENTS.

Thanks are hereby tendered to the People's Line of Steamers, for making special rates for pupils at the close of the school session.

Acknowledgments are due to Mrs. Ethan Allen for frequent contributions to increase the library of the Institution ; and also to the publishers of the periodicals listed hereafter, whose courtesy in forwarding regularly to the Institution the publications, which have been of great advantage to the members of the household, is very thoroughly appreciated.

Annual.

Edwards' Book Notes, London, England.

King's Book Catalogue, London, England.

Potter's Book Catalogue, Liverpool, England.

Metheun & Co.'s Book Gazette, London, England.

Sothern's Current Literature, London, England.

Reports of Schools for the Education of the Deaf.

Steven's Book List, London, England. (Ten copies.)
 Colin et Cie Nouvelles Publications, Paris, France.
 Pickering & Chatto's Catalogue, London, England.
 Clark's Catalogue of Publications, Edinburgh, Scotland.
 Bates & Lauriat's Book Catalogue, Boston, Massachusetts.
 Le Correspondant des Bibliophiles Francais, Paris, France.

Quarterly.

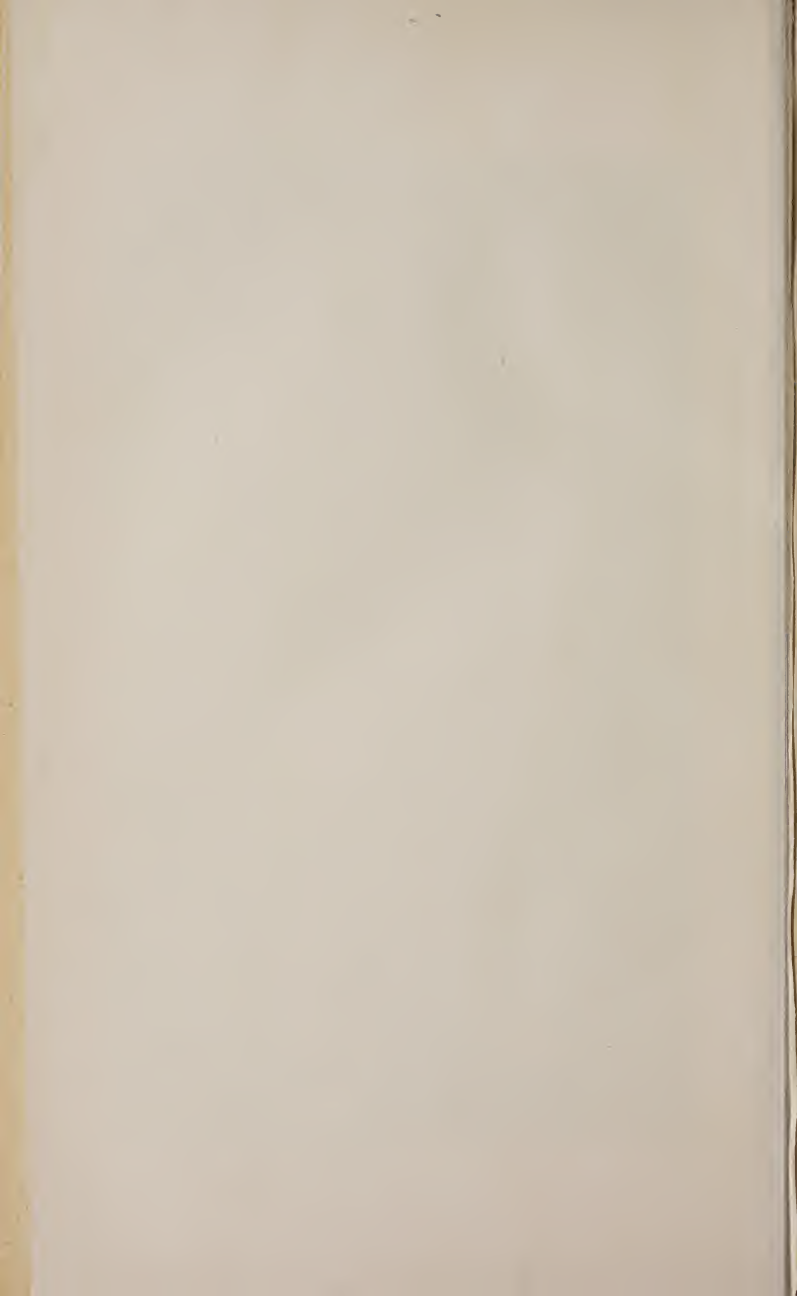
Putnam's Notes on Books, New York.
 Schultz's Ouvrages d'Occasion, Paris, France.
 Revue de Dispensaire du Louvre, Paris, France.
 Revisto de Educacione, La Plata, Buenos Aires.
 University Bulletin, Columbia College, New York.
 Notes on Books, Longmans, Green & Co., New York.
 Gregory's Book Catalogue and Report, Bath, England.
 New Publications, J. B. Lippincott & Co., Philadelphia, Pa.
 Bulletin of the American Geographical Society, New York.

Monthly.

Our Record, Buffalo, New York.
 The Art Student, New York City.
 Home and Country, New York City.
 Review of Reviews, New York City.
 The Acorn, Winthrop Centre, Maine.
 Taubstummen Courier, Wien, Austria.
 The New Method, Englewood, Illinois.
 The British Deaf-Mute, Leeds, England.
 La Guida Del Sordomuto, Naples, Italy.
 The Silent Worker, Trenton, New Jersey.
 The Little Messenger, Belfast, Ireland.
 The Pacific Northwest, Portland, Oregon.
 The Sportsman's Review, Chicago, Illinois.
 The Gazette des Sourds-Muets, Paris, France.
 The Pacific Banner, Winthrop Centre, Maine.
 Appleton's Literary Bulletin, New York City.
 Missionary News of Archdeaconry, New York City.
 Dodd & Mead's New Publications, New York City.
 El Monitor de la Educacion Commun, Buenos Ayres.
 The Young Ladies' Christian League, New York City.
 Bulletin New York Circulating Library, New York City.
 The Philanthropic Index and Review, Kalamazoo, Michigan.
 Lippincott's Literary Bulletin, Philadelphia, Pennsylvania.
 Literary Bulletin of Houghton, Mifflin & Co., Boston, Mass.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
THE RANGE OF GREENHOUSES.



Occasional Publications.

Publications of the Volta Bureau, Washington, D. C.
Publications of the Bureau of Education, Washington, D. C.
Publications of the Smithsonian Institution, Washington, D. C.
Publications of the American Association for the Teaching of
Speech to the Deaf.

Semi-Monthly.

The Utah Eagle, Ogden, Utah.
The Kelly Messenger, Morganton, N. C.
Sunday School Advocate, New York City.
The Silent Echo, Winnipeg, Manitoba.
Nebraska Mute Journal, Omaha, Nebraska.
The Washington Heights Gazette, New York City.
Maryland Bulletin, Frederick, Maryland. (Two copies.)
The Western Pennsylvanian, Edgewood Park, Pennsylvania.
Canadian Mute, Belleville, Ontario, Canada. (Two copies.)
The Washingtonian, Vancouver, Washington. (Three copies.)
The Silent Observer, Knoxville, Tennessee. (Three copies.)

Weekly.

Progress, New York City.
The Sign, Salem, Oregon.
The Silent Hoosier, Indianapolis, Indiana. (Two copies.)
The Kansas Star, Olathe, Kansas.
The Tablet, Romney, West Virginia.
The Ohio Chronicle, Columbus, Ohio.
The Up-Town Visitor, New York City.
The New York Observer, New York City.
The Illustrated American, New York City.
The Weekly News, Berkeley, California.
The Wisconsin Times, Delavan, Wisconsin.
The Deaf-Mute Record, Fulton, Missouri.
The New York Evangelist, New York City.
The Kentucky Standard, Danville, Kentucky.
The Deaf-Mute Voice, Jackson, Mississippi.
The Optic, Little Rock, Arkansas. (Two copies.)
The Companion, Faribault, Minnesota. (Two copies.)
The Lone Star Weekly, Austin, Texas. (Three copies.)
The Mt. Airy World, Philadelphia, Pennsylvania. (Three
copies.)
The Deaf-Mute Register, Rome, New York. (Two copies.)
The Messenger, Talladega, Alabama. (Three copies.)

The Michigan Mirror, Flint, Michigan. (Three copies.)
 Our Little People, Rochester, New York. (Two copies.)
 The Deaf-Mutes' Journal, New York City. (Four copies.)
 The Goodson Gazette, Staunton, Virginia. (Two copies.)
 The North Dakota Banner, Devil's Lake, North Dakota.
 The Colorado Index, Colorado Springs, Colorado. (Two copies.)

Semi-Weekly.

The Rome Sentinel, Rome, New York.
 Newburgh Journal, Newburgh, New York.

Before concluding this report I must not fail to mention the passing away of Mrs. Ann L. Turner, who had, for more than a quarter of a century, served the Institution with an intelligence and devotion to its interests and advancement worthy of imitation. Mrs. Turner had in her early life enjoyed the privileges of high station, but owing to reverses had found it necessary to seek employment, and, to a person of her cultivated tastes, work among the deaf was most agreeable. The little property she possessed was bequeathed to the Institution for such purposes as the Directors might elect.

I desire, also, to call your attention to the faithfulness and the enthusiasm shown, in their respective positions, by the members of my staff, who have with singleness of purpose endeavored to increase the usefulness of the Institution.

To you, gentlemen of the Board of Directors, I must again express my thankful appreciation of your cordial assistance, advice and support, without which the successes that have been attained during the year would not have been possible, and to bespeak for the future the continuance thereof, in order that, under the guidance of Divine Providence, the deaf children enjoying the educational advantages afforded by this Institution may be advanced, even farther than they have been in the past, towards the establishment of that perfect inter-communication with the society of the great hearing world which has ever been the aim of their instructors.

Respectfully submitted,

ENOCH HENRY CURRIER,

Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION
 OF THE DEAF AND DUMB, Nov. 1, 1897.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

BOYS' COOKING CLASS.



REPORT OF THE COMMITTEE ON THE ANNUAL EXAMINATION.

June, 1897.

*To the Board of Directors of the New York Institution for the
Instruction of the Deaf and Dumb:*

GENTLEMEN :—We herewith present our report as the Committee appointed by your honorable Board to conduct the annual examination of the pupils for the academical year. The process adopted in previous years of assistance from sub-committees of the teachers, selected by the Principal, has been adhered to, the points specially to be determined being :—

FIRST—The progress of the pupils in the use of the English Language.

SECOND—The ability to speak and recognize speech from the lips.

THIRD—The general attainments of the pupils in the course of study prescribed for each grade.

The attainments of the pupils in these directions will be observed from the special reports on each of the classes examined, which are appended.

The special examination of the Art Department was conducted by Charles Volkmar, Esq., to whom we desire here to express our appreciation of his painstaking inspection, and the awards he has made, as will be found subjoined to this report.

We would also call attention to the very satisfactory progress made in the Department of Physical Culture, a special report of which is also included among the papers submitted.

In our efforts to reach definite conclusions on the mental progress of the pupils during the year, we were greatly facilitated by the annexed schedule, furnished by the Principal, giving necessary statistics respecting the number of pupils under instruction during the year, the number present at the examination, and other desirable information :—

SCHEDULE OF CLASSES, JUNE, 1897.

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.

ACADEMIC.

Academic	Thomas F. Fox.....	3	9	12	2	8	10
	Harriett C. Hall.....						

GRAMMAR.

Ninth Male.	Robert D. Hoyt.....	9	..	9	9	..	9
	Harriett C. Hall.....						
	William G. Jones.....						
	W. Barlow Hill.....						
Advanced Oral.	Prudence E. Burchard..	5	5	10	5	5	10
	Harriett C. Hall.....						
	Eva E. Buckingham....						
	Bessie L. Nixon.....						
Seventh Male.	Robert D. Hoyt.....	11	..	11	11	..	11
	W. Barlow Hill.....						
	William G. Jones.....						
	Prudence E. Burchard..						
Seventh Oral.	W. Barlow Hill.....	5	7	12	5	7	12
	Eva E. Buckingham....						
	Bessie L. Nixon.....						
	Prudence E. Burchard..						
Seventh Mixed.	Eva E. Buckingham....	5	6	11	5	6	11
	Robert D. Hoyt.....						
	Florence G. S. Smith...						
	William G. Jones.....						
Sixth Oral.	Ethel R. C. Caparn....	3	8	11	3	8	11
	Eva E. Buckingham....						
	Stella B. Hammer.....						
	Harriett C. Hall.....						



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.



GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.

GRAMMAR.—(Continued.)

Sixth A.	William G. Jones.....	6	6	12	4	5	9
	Stella B. Hanmer						
	Harriett C. Hall.....						
	Eva E. Buckingham....						
Sixth B.	Prudence E. Burchard..	7	5	12	7	5	12
	W. Barlow Hill.....						
	Ethel R. C. Caparn....						
	Harriett C. Hall.....						
Fifth.	Harriett C. Hall.....	5	7	12	5	6	11
	William G. Jones.....						
	Anna H. Clark.....						
	Eva E. Buckingham....						

INTERMEDIATE.

Fourth	Eva E. Buckingham....	8	4	12	7	4	11
	Stella B. Hanmer.....						
	Harriett C. Hall.....						
	Ida Montgomery.....						
Aural.	William B. Hill.....	10	4	14	10	4	14
	Florence G. S. Smith...						
	Bessie L. Nixon.....						
	Anna H. Clark.....						
Third Oral.	Ethel R. C. Caparn.....	10	..	10	10	..	10
	Anna H. Clark.....						
	Eva E. Buckingham....						
	Florence G. S. Smith...						
Blind.	Ida Montgomery.....	1	..	1	1	..	1
	Bessie L. Nixon.....						

GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.

INTERMEDIATE.—(Continued.)

Third A.	Stella B. Hanmer.....	6	6	12	6	6	12
	Ethel R. C. Caparn....						
	William B. Hill.....						
	Anna H. Clark.....						
Third B.	Anna H. Clark.....	5	5	10	3	6	9
	William G. Jones.....						
	Robert D. Hoyt.....						
	Stella B. Hanmer.....						
Third Male.	Stella B. Hanmer.....	13	..	13	13	..	13
	Ida Montgomery.....						
	William B. Hill.....						
	Ethel R. C. Caparn....						

PRIMARY.

Second Oral.	Harriett C. Hall.....	6	7	13	6	7	13
	Prudence E. Burchard..						
	Ethel R. C. Caparn ...						
	Robert D. Hoyt.....						
Second A.	Bessie L. Nixon.....	7	4	11	7	4	11
	Ethel R. C. Caparn....						
	Ida Montgomery.....						
	Anna H. Clark.....						
Second Oral Special.	Bessie L. Nixon.....	5	3	8	3	3	6
	Prudence E. Burchard..						
	Robert D. Hoyt.....						
Second B.	William G. Jones.	7	4	11	7	4	11
	Prudence E. Burchard..						
	Florence G. S. Smith...						
	Stella B. Hanmer.....						



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

PUPILS AND TEACHERS OF MALE KINDERGARTEN.



GRADES.	TEACHERS.	Under instruction during the year.			Present at the Examination.		
		Males.	Females.	Total.	Males.	Females.	Total.

PRIMARY.—(Continued.)

First Oral.	Anna H. Clark.....	11	..	11	11	..	11
	Florence G. S. Smith...						
	Robert D. Hoyt.....						
	Ethel R. C. Caparn.....						
First Female.	Ida Montgomery.....	..	12	12	..	10	10
	Anna H. Clarke.....						
	Prudence E. Burchard..						
	Florence G. S. Smith...						
First Special.	Myra L. Barrager.....	9	..	9	7	..	7
	Robert D. Hoyt.....						
	Stella B. Hanmer.....						
First Male.	Florence G. S. Smith...	8	..	8	6	..	6
	Robert D. Hoyt.....						
	Stella B. Hanmer.....						
	William G. Jones.....						

MALE KINDERGARTEN.

(*In five sections—Mansion House.*)

Fayette Peck.....	115	..	115	106	..	106
Luann C. Rice.....						
Grace H. Stryker.....						
Lena Stryker.....						
Charles W. Van Tassell.						

FEMALE KINDERGARTEN.

(*Main Building.*)

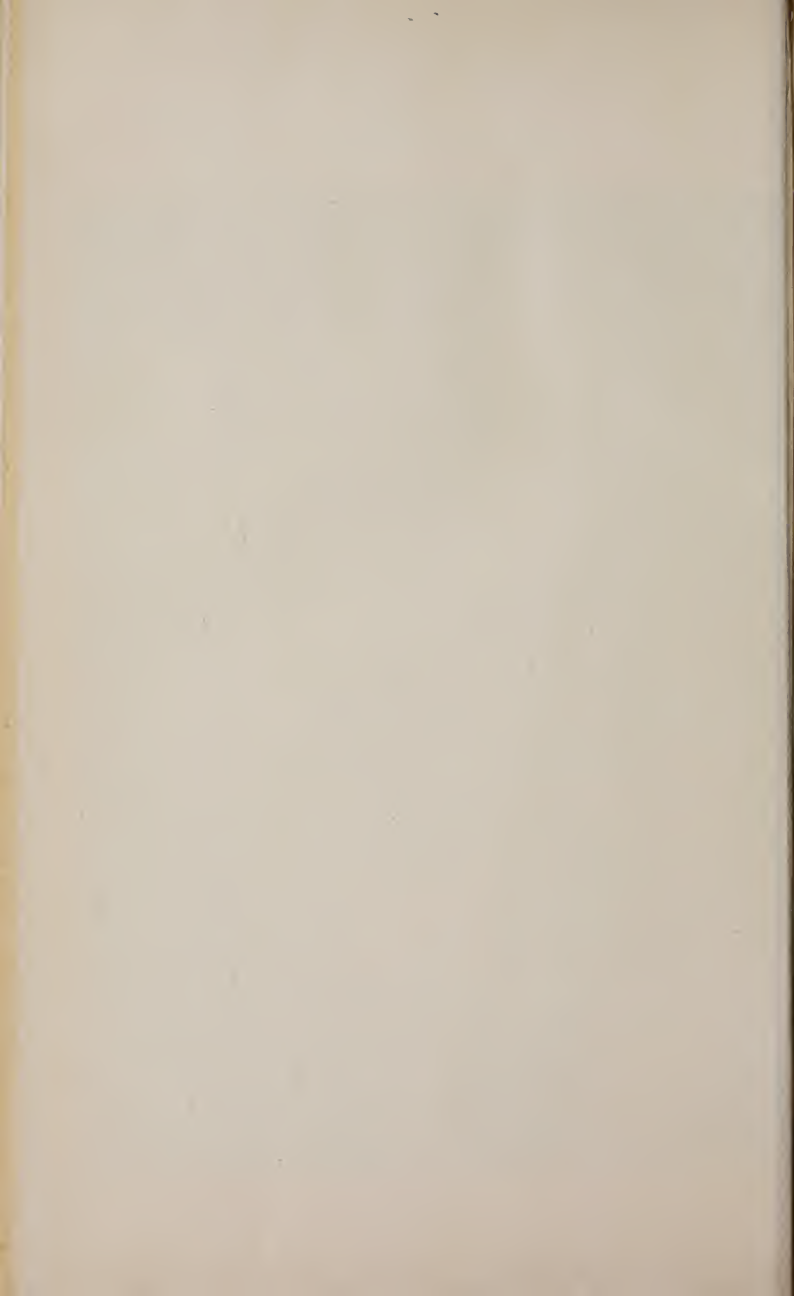
Margaret S. McGill....	..	52	52	..	49	49
Myra L. Barrager.....						
Amelia E. Berry.....						
Helen B. Andrews.....						
Mary E. Unkart.....						

RECAPITULATION.

UNDER INSTRUCTION DURING THE YEAR.		PRESENT AT THE EXAMINATION.	
Males, . . .	280	Males, . . .	259
Females, . . .	154	Females, . . .	147
<hr/>		<hr/>	
Total, . . .	434	Total, . . .	406







INSTITUTION, MAY 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of Grade I., Division VIII., taught by Misses Peck and L. Stryker.

NAMES OF PUPILS.	SPEECH.		Kindergartening.	General Average.	Rank.
	The Elements. Reading. Lip Reading.				
Bolitzer, Joseph.....	6.3	10.0	8.2	1	
* Ackerman, Chas.....	6.5	8.0	7.3	2	
McMurray, Chas.....	4.0	8.0	6.0	3	
Davis, Louis.....	2.0	8.0	5.0	4	
* Vitalo, Vincenza.....	4.0	6.0	5.0	4	
Zwicker, Isaac.....	1.5	7.0	4.3	5	
Dennan, Joseph.....	1.3	7.0	4.2	6	
Fredenberg, Chas.....	2.3	6.0	4.2	6	
Krieger, Wm.....	1.5	4.0	2.8	7	
Helfland, Liser.....	1.0	4.0	2.5	8	
Lang, John.....	2.5	...	1.3	9	
† Willing, Ernest.....	...	...	...	..

* Hears.

† Absent.

Respectfully submitted,

MARGARET S. MCGILL,

HELEN B. ANDREWS,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of Grade I., Division VII., taught by Misses Peck and L. Stryker.

NAMES OF PUPILS.	SPEECH		Kindergartening.	General Average.	Rank.
	The Elements. Reading.	Lip Reading.			
Plapinger, Morris.....	8.3		10.0	9.3	1
Bleckner, Harry.....	8.0		10.0	9.0	2
Seandell, Julius.....	7.0		9.5	8.5	3
Friedman, Jacob.....	5.5		9.5	7.5	4
Wells, Hudson.....	6.6		6.5	6.5	5
Krienik, Samuel.....	5.8		6.0	5.9	6
O'Brien, John.....	2.3		9.0	5.7	7
Dirkes, Albert.....	3.3		8.2	5.7	8
Oberbeck, George.....	3.0		5.5	4.5	9
Foland, Oscar.....	2.3		5.0	3.7	10

Respectfully submitted,

HELEN B. ANDREWS,

MARGARET S. MCGILL,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR :—We herewith present our report of the examination of Grade I., Division VI., taught by Misses Peck and L. Stryker.

NAMES OF PUPILS.	SPEECH.	Kindergartening.	General Average.	Rank.
	The Elements. Reading. Lip Reading.			
Barnett, Harry.....	7.8	10.0	8.9	1
Fancher, Fred.....	9.5	7.0	8.3	2
Zwicker, Albert.....	6.8	9.5	8.2	3
Ekmis, Peter.....	7.0	6.5	6.8	4
Krumholtz, Sam.....	8.8	5.0	6.8	4
Nimmo, Frank	7.0	4.0	5.5	5
Byron, Richard.....	4.0	...	2.0	6
* Knipe, William.....	...	...	...	.

* Absent.

Respectfully submitted,

MARGARET S. MCGILL,

HELEN B. ANDREWS,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR :—We herewith present our report of the examination of Grade I., Division V., taught by Misses Peck and L. Stryker and Mr. Van Tassell.

NAMES OF PUPILS.	SPEECH.	Objects.	Dictation.	Kindergarten.	Average.	Rank.
	The Elements. Reading. Lip Reading.					
Doughty, Clarence.....	10.0	9.0	8.0	10.0	9.3	1
Schoenwaldt, A... ..	8 8	10.0	8.0	10.0	9.2	2
Doenges, Edward.....	9.3	9.0	3.0	9.0	7.6	3
Carly, Frank.....	9.5	9.0	3.0	8.5	7.5	4
Cole, Walter.....	8.8	9.0	2.0	8.0	7.0	5
Limmer, Robert.....	9.0	5.0	2.0	8.0	6.0	6
Grossman, Harry.....	5.8	3.0	4.0	7.0	5.0	7
Littman, Maurice.....	9.2	5.0	...	5.0	4.8	8
Tuthill, Charles.....	7.5	2.0	...	7.0	4.1	9
Brewer, William.....	5.5	5.0	2.0	...	3.1	10

Respectfully submitted,

HELEN B. ANDREWS,

M. L. BARRAGER,

M. S. MCGILL,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.



INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—We herewith present of our examination of Grade I., Division IV., taught by Miss G. Stryker and Mr. Van Tassell.

NAMES OF PUPILS.	SPEECH.		Dictation.	Objects.	Language.	General Average.	Rank.
	The Elements. Reading.	Lip Reading.					
Aufort, William.....	9.3		9.5	10.0	9.0	9.5	1
Lux, Frank.....	8.3		9.3	10.0	9.5	9.2	2
Ohland, Edward.....	8.5		8.9	10.0	8.0	8.9	3
Downes, Albert.....	9.0		10.0	7.0	6.5	8.1	4
Scherer, Harry... ..	6.5		9.0	6.0	9.0	7.6	5
Hoone, Charles.....	6.0		8.5	8.0	7.5	7.1	6
Lykes, Joseph.....	6.5		7.9	4.4	4.0	5.6	7
Chaimowitz, Abraham.....	6.0		6.5	7.0	2.0	5.4	8
Dornblut, Bruno.....	5.5		7.5	7.0	4.0	4.0	9
Van Alstyne, Robert.....	4.0		5.5	2.0	2.0	3.4	10

Respectfully submitted,

HELEN B. ANDREWS,

M. L. BARRAGER,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of Grade I., Division III., taught by Miss Rice, Miss Stryker and Mr. Van Tassell.

NAMES OF PUPILS.	SPEECH.		Objects.	Language.	Chart.	Numbers.	General Average.	Rank.
	The Elements. Reading.	Lip Reading.						
Rabenstein, Leonard.	7.0	10.0	8.8	7.9	9.0	8.5	1	
Travers, Thomas.....	9.4	9.0	8.7	8.0	7.0	8.4	2	
Lavery, Martin.....	7.4	7.0	8.5	9.0	8.0	8.0	3	
Hynes, Joseph.....	6.9	6.0	8.0	7.9	9.0	7.6	4	
Steinhauser, George..	8.2	7.0	6.9	8.2	5.0	7.1	5	
Cullimore, John.....	6.2	10.0	6.7	3.0	3.0	5.8	6	
Krams, Harry.....	...	7.0	7.0	6.0	7.0	5.2	7	
Fedrman, Isaac.....	6.0	10.0	5.5	2.0	...	4.7	8	
* Kniffen, Herman...	...	...	...	...	...	...	.

* Absent.

Respectfully submitted,

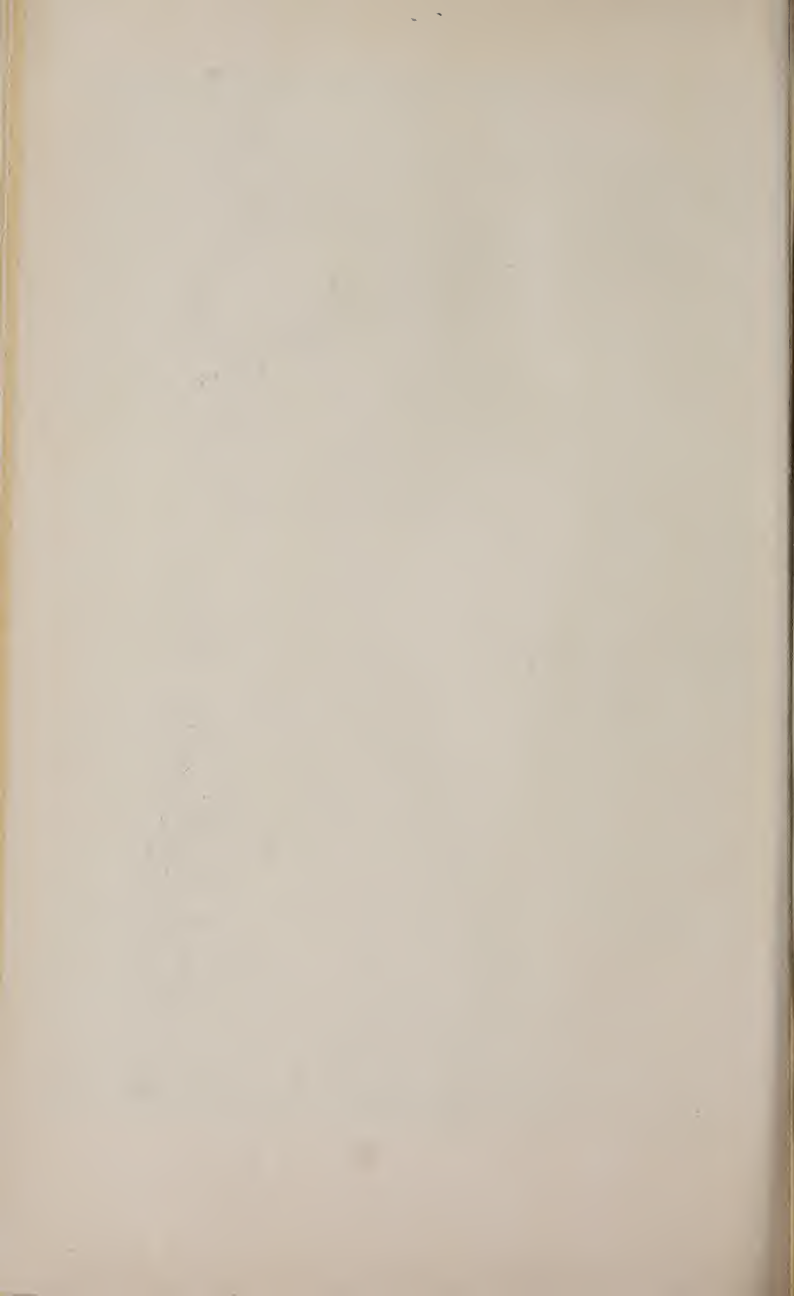
M. L. BARRAGER,

HELEN B. ANDREWS,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB



INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR :—We herewith present our report of the examination of Grade I., Division II., Mansion House, taught by Misses Rice and Stryker, and Mr. Chas. Van Tassell.

NAMES OF PUPILS.	SPEECH.		Scripture.	Numbers.	Hull's Chart.	Language.	Story.	Average.	Rank.
	The Elements. Reading. Lip Reading.								
Schatzkin, Chaim....	8.8	8.8	10.0	9.2	9.4	9.8	9.3	1	
McAllister, Samuel..	8.8	9.0	10.0	9.1	9.3	10.0	9.3	1	
Dempsey, Alfred....	8.6	9.9	10.0	9.0	8.9	8.5	9.1	2	
Goldstein, Samuel...	8.6	8.9	9.5	9.0	8.6	10.0	9.1	2	
Siegel, Alex.....	9.0	8.9	9.5	8.8	9.1	8.0	9.0	3	
Fish, Wm.....	8.7	8.0	10.0	9.7	9.4	8.0	9.0	3	
Toburn, Thos.....	9.2	8.9	8.0	8.5	9.0	10.0	8.9	4	
Gompers, George....	8.2	8.3	10.0	8.8	8.5	9.7	8.9	4	
Greenberg, Samuel..	10.0	9.0	9.0	7.5	8.3	9.9	8.6	5	
Holtzheimer, Alfred.	9.0	9.8	5.8	8.5	8.4	7.4	8.1	6	
Weisberg, Max.....	9.0	7.8	8.9	5.0	7.8	10.0	8.1	6	

Respectfully submitted,

HELEN B. ANDREWS,

AMELIA E. BERRY,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade I., Section III., taught by Misses Barrager, Berry, Unkart and Andrews.

NAMES OF PUPILS.	SPEECH.	Kindergarten.	Hull's Chart.	Language.	Average.	Rank.
	The Elements. Reading. Lip Reading.					
Schwab, Margaret.....	5.7	8.0	9.8	9.2	8.2	1
Gordon, Margaret.....	7.3	...	8.0	9.2	8.2	1
Ireland, Grace.....	5.7	8.0	9.5	9.7	8.2	1
Weshler, Tennie.....	7.7	7.0	9.6	8.2	8.1	2
Lee, Louise.....	5.7	9.0	7.8	9.1	7.9	3
Wotten, Ida.....	7.0	7.0	7.2	8.1	7.3	4
Palmeria, Caroline.....	4.7	8.0	7.8	8.1	7.1	5
Ziesckin, Ida.....	1.0	7.0	9.0	9.6	6.6	6
Pedlowe, Edith.....	3.0	7.0	8.2	6.8	6.2	7
Wilson, Ella.....	1.7	3.0	8.6	8.2	5.4	8
Walker, Grace.....	1.0	2.5	8.9	8.9	5.3	9
Harrison, Helen	0.3	1.0	8.5	8.0	4.4	10

Respectfully submitted,

FAYETTA PECK,

LUANN C. RICE,

GRACE H. STRYKER,

Examiners.





INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of Grade I., Division I., taught by Misses Rice and Stryker, and Mr. C. W. Van Tassell.

NAMES OF PUPILS.	SPEECH.		Arithmetic.	Language.	Hull's Chart.	Scripture Lesson.	Gen. Average.	Rank.
	The Elements. Reading. Lip Leading.							
Tanzas, Anton.....	9.1		8.0	7.2	7.0	9.9	8.2	1
Reauty, Louis.....	9.1		3.0	9.0	9.5	9.0	7.9	2
Rainbird, Robert....	8.9		6.0	5.0	9.3	9.8	7.8	3
Wink, Fred.....	8.1		3.0	8.0	7.8	10.0	7.4	4
Girsch, Frank.....	9.4		4.0	6.0	6.5	7.8	6.7	5
* Knipe, Alex.....	...		...	...	...	...	...	..
* Strachan, Wm.....	...		...	...	...	...	...	..

* Absent.

Respectfully submitted,

AMELIA E. BERRY,

HELEN B. ANDREWS,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR :—We herewith present our report of the examination of Grade I., Section II., taught by Misses Barrager, Berry, Unkhart, and Andrews.

NAMES OF PUPILS.	SPEECH.	Kindergarten.	Hull's Chart.	Language.	Scripture Lessons.	Number Work.	Average.	Rank.
	The Elements. Reading. Lip Reading.							
Bennett, Ruth.....	7.3	7.0	10.0	9.8	9.9	5.0	8.2	1
† Lubliner, Sarah....	9.5	8.0	8.0	9.2	9.8	5.0	8.2	1
Acker, May.....	6.3	8.0	9.7	9.7	9.8	5.0	8.1	2
Lewis, Clara.....	5.0	10.0	9.2	9.0	9.5	5.0	7.9	3
Lauria, Ida.....	6.0	8.0	9.9	9.6	8.5	5.0	7.8	4
Christigan, Katie... *	7.3	8.0	8.9	9.2	8.2	4.5	7.7	5
Thornman, Emily... *	7.3	10.0	9.2	9.3	7.0	4.8	7.6	6
* Sherman, Eva.....	6.0	8.0	8.9	9.6	8.7	5.0	7.5	7
Honstrater, Adelaide	4.0	8.0	8.5	9.8	8.4	5.0	7.3	8
Cole, Alice.....	.3	8.0	9.6	9.2	8.9	4.5	6.7	9
Tinnell, Mabel.....	.3	5.0	9.1	8.9	7.0	2.2	5.4	10

* Here but a short time.

† Reads the lips well.

Respectfully submitted,

FAYETTA PECK,

LUANN C. RICE,

GRACE H. STRYKER,

Examiners.

INSTITUTION, May 20, 1897.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR:—We herewith present our report of the examination of Grade I. Male, taught by Misses Hanmer and Smith, Messrs. Jones and Hoyt.

NAMES OF PUPILS.	SPEECH.	Arithmetic.	Language.	Average.	Rank.
	The Elements. Reading. Lip Reading.				
Tofsky, M.....	8.0	5.5	7.9	7.1	1
Sheinholtz, H.....	4.5	5.0	9.1	6.2	2
Droppe, H.....	6.0	2.5	9.7	6.0	3
Muhlbach, A.....	8.0	4.0	3.7	5.2	4
Tompeto, S.....	6.0	3.0	5.3	4.7	5
McGovern, E.....	6.0	1.0	1.1	2.7	6

Respectfully submitted,

M. L. BARRAGER,

FLORENCE G. S. SMITH,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR :—We herewith present our report of the examination of Grade I., Special, taught by Miss Barrager, Mr. Hoyt, and Miss Hanmer.

NAMES OF PUPILS.	SPEECH.	Story.	Language.	Arithmetic.	General Average.	Rank.
	The Elements. Reading. Lip Reading.					
Biller, Samuel.....	8.3	9.0	9.4	10.0	9.1	1
Cole, Charles W.....	6.0	5.0	9.0	7.0	6.7	2
Geffers, Thomas.....	4.0	5.0	8.2	7.0	6.0	3
Peterson, H.....	3.0	4.0	9.4	6.0	5.6	4
McFarlane, R.....	5.3	2.0	8.0	...	3.8	5
Tansley, John.....	10.0	...	2.0	...	3.0	6
Taran, Bennie.....	8.6	1.0	2.0	...	2.9	7
*Roth, Joseph.....	...	...	...	...	...	.
*Wood, Elwood.....	...	...	...	...	...	.

* Absent.

Respectfully submitted,

IDA MONTGOMERY,

ANNA HOLMES CLARK,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.



INSTITUTION, May 24, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade I., Female, taught by Misses Montgomery, Burchard, Smith and Clark.

NAMES OF PUPILS.	SPEECH.		Language.	Arithmetic.	Story.	Average.	Rank.
	The Elements. Reading. Lip Reading.						
Lipnitsky, Fannie.....	6.0		5.9	5.5	6.5	6.0	1
Zablow, Sarah.....	6.2		5.5	5.5	6.5	5.9	2
Jacobs, Lillie.....	5.5		5.1	2.6	7.6	5.2	3
Hopfer, Dora.....	7.2		4.7	1.7	2.0	3.9	4
Rubien, Sarah.....	4.7		3.3	1.4	4.0	3.4	5
Miller, Elsie.....	5.2		4.9	1.0	1.0	3.0	6

Respectfully submitted,

S. B. HANMER,

WM. G. JONES,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade I., Oral, taught by Misses Smith, Clark, Caparn, and Mr. Hoyt.

NAMES OF PUPILS.	SPEECH.	Arithmetic.	Language.	Story.	General Average.	Rank.
	The Elements. Reading. Lip Reading.					
Amnuth, J.	9.9	10.0	9.4	8.7	9.5	1
Eldridge, R.	9.1	10.0	8.6	7.6	8.8	2
Berg, Paul.	9.6	10.0	9.0	4.6	8.3	3
Duerr, A.	7.9	10.0	8.1	6.2	8.0	4
Lovitch, J.	9.1	8.0	6.7	7.9	7.9	5
Plapinger, H.	8.5	7.5	8.8	5.7	7.6	6
Siegel, C.	8.5	8.0	7.5	4.5	7.1	7
Annett, R.	8.1	9.0	6.2	5.4	7.1	7
Heil, J.	9.3	7.0	6.0	4.0	6.5	8
Hurson, A. L.	7.1	8.0	4.1	3.9	5.8	9
Rosenberg, M.	6.8	9.5	4.1	2.0	5.6	10

Respectfully submitted,

LENA STRYKER,

PRUDENCE E. BURCHARD,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of Grade II. B., taught by Misses Burchard, Smith and Hammer, and Mr. Jones.

NAMES OF PUPILS..	SPEECH.		Arithmetic.	Language.	Story.	Average.	Rank.
	The Elements. Reading. Lip Reading.						
Solomon, Irsael.....	5.2	9.0	7.7	7.0	7.2	1	
Klain, Hannah.....	6.5	8.8	4.7	3.0	5.8	2	
Wood, Clara.....	6.4	5.0	3.4	5.0	5.0	3	
Jackson, R. H.....	5.0	5.6	8.2	1.0	5.0	3	
Zundt, Edward.....	4.6	4.5	5.9	3.0	4.5	4	
Rubien, Goldie.....	5.0	4.2	6.6	2.0	4.5	4	
Smith, E.....	2.6	4.4	7.6	3.0	4.4	5	
Pightling, Chas.....	5.7	4.0	4.0	3.0	4.2	6	
Dingman, S.....	3.2	4.6	5.1	3.0	4.0	7	
Cohen, Eva.....	4.1	4.4	2.0	2.0	3.1	8	
Nuszek, J.....	2.2	5.2	1.4	2.0	2.7	9	

Respectfully submitted,

BESSIE L. NIXON,

ROBERT D. HOYT,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade II., Oral Special, taught by Misses Nixon and Burchard, and Mr. Hoyt.

NAMES OF PUPILS.	SPEECH.	Language.	Arithmetic.	Penmanship.	General Average.	Rank.
	The Elements. Reading, Lip Reading.					
Kornblum, M.	7.2	7.8	9.0	9.0	8.2	1
Koplowitz, I.	9.7	8.1	5.0	8.5	7.8	2
Freileweh, St. C.	6.3	3.4	4.9	8.0	5.6	3
Howe, E.	6.2	4.3	4.6	7.5	5.6	3
Meyer, C.	4.3	5.2	5.2	7.2	5.5	4
Kingsley, C.	3.7	2.2	1.7	7.0	3.6	5

Respectfully submitted,

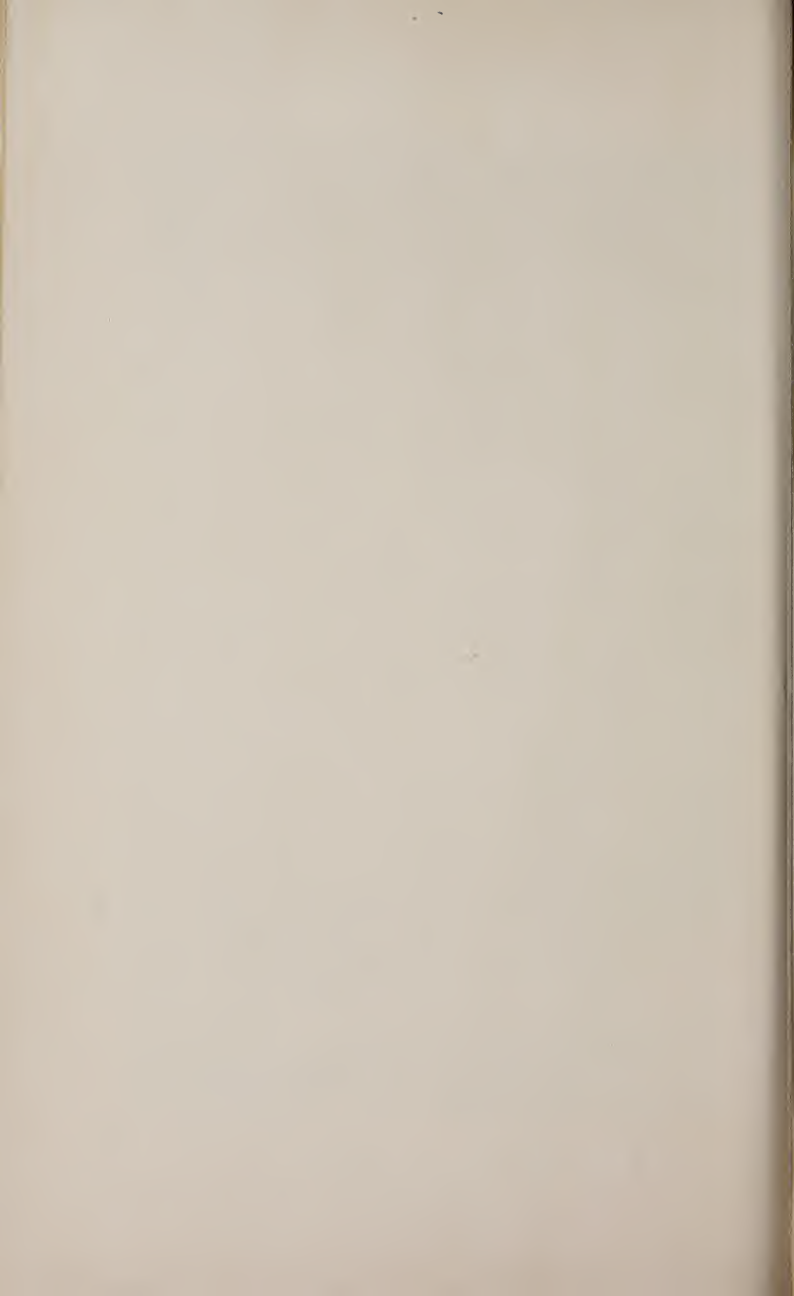
HARRIETT C. HALL,

E. R. C. CAPARN,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF
THE DEAF AND DUMB.
UNIFORM OF GIRLS.



INSTITUTION, May 18, 1897.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of Grade II., A, taught by Misses Montgomery, Nixon, Clark and Caparn.

NAMES OF PUPILS.	SPEECH.		Language.	Arithmetic.	Story.	Average.	Rank.
	The Elements. Reading. Lip reading.						
Goldwater, B.....	5.6		5.6	7.5	3.2	5.5	1
Elkan, B.....	5.3		6.2	6.0	3.8	5.3	2
Chaimowitz, H.....	6.7		5.2	6.5	2.5	5.2	3
Howard, B.....	6.4		4.2	6.5	2.5	4.9	4
Mendelsohn, H.....	0.7		4.3	7.6	4.5	4.3	5
Chaimowitz, A.....	7.2		3.3	4.8	1.5	4.2	6
Ogle, K.....	3.9		3.4	3.8	2.5	3.4	7
Lamprecht, W.....	4.9		2.1	1.8	3.6	3.1	8

Respectfully submitted,

LENA STRYKER,

W. B. HILL,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade II, Division Oral, taught by Misses Hall, Burchard, Caparn, and Mr. Hoyt.

NAMES OF PUPILS.	SPEECH.		Arithmetic.	Language.	Story Reproduced	Average.	Rank.
	The Elements. Reading. Lip Reading.						
Bucher, Ida.....	8.5		8.0	9.8	10.0	9.1	1
Bredemeyer, Katie.....	5.4		8.3	8.7	10.0	8.1	2
Clark, Winnie.....	9.5		6.3	6.5	9.9	8.0	3
Kugler, Freda.....	8.3		5.5	9.7	8.7	8.0	3
Friedman, Samuel.....	5.7	10.0	8.8	7.0	7.9	7.9	4
DeRouville, Clara.....	7.5		7.0	7.7	6.2	7.1	5
Schachter, Jennie.....	7.4		5.0	7.1	7.5	6.8	6
Barry, Alfred G.....	4.9		4.0	7.0	6.0	5.5	7
Seelig, James J.....	5.7		6.3	5.6	3.5	5.3	8
Dorst, Henry.....	7.8		3.5	5.1	4.0	5.1	9
Plapinger, Henry.....	6.8		4.5	4.5	4.0	5.0	10
Loew, Osmond.....	7.7		2.1	4.0	3.5	4.3	11
Koplick, Sadie.....	6.0		3.2	2.7	3.7	3.9	12

Respectfully submitted,

EVA E. BUCKINGHAM,

FLORENCE G. S. SMITH,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
PLAY-HOUSE FOR THE MALE KINDERGARTEN—40x60 feet.



INSTITUTION, May 24, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR :—We herewith present our report of the examination of Grade III., Male, taught by Mr. Hill, Misses Montgomery, Caparn and Hanmer.

NAMES OF PUPILS.	SPEECH.	Geography.	Language.	Arithmetic.	Story.	General Average.	Rank.
	The Elements. Reading. Lip Reading.						
Wahlstrom, Oscar P..	8.8	7.1	8.3	6.8	5.9	7.4	1
Magersky, Eli.....	6.0	4.6	8.2	7.2	6.6	6.5	2
Haischober, Abraham	6.0	3.3	5.5	6.6	6.5	5.6	3
Young, Howell.....	5.0	0.3	5.3	4.5	5.1	4.0	4
Edmonston, David...	5.0	1.4	6.4	2.5	4.8	4.0	4
* Gompers, Alex.....	5.0	1.4	7.3	3.3	2.3	3.9	5
Picard, Francis.....	2.0	1.0	5.1	3.6	4.3	3.2	6
Wood, Frank.....	2.0	2.1	6.3	1.2	3.8	3.1	7
Ulloa, Antonio.....	3.0	0.8	5.7	1.0	4.4	3.0	8
Daly, Thomas.....	...	...	4.8	1.2	2.5	1.7	9

* With the 2d Grade A in Arithmetic.

Respectfully submitted,

ANNA HOLMES CLARK,

WM. G. JONES,

Examiners.

INSTITUTION, May 19, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*

DEAR SIR:—We herewith present our report of the examination of Grade III., Mixed B, taught by Misses Hanmer and Clark, and Messrs. Jones and Hoyt.

NAMES OF PUPILS.	SPEECH.	Language.	Arithmetic.	Geography.	Story.	Average.	Rank.
	The Elements. Reading. Lip Reading.						
Moore, A.....	9.1	9.5	6.8	9.0	8.0	8.5	1
Schwartz, J.....	6.0	6.5	5.7	9.5	6.0	6.7	2
Fink, W.....	5.4	6.5	5.4	9.0	3.0	5.9	3
Buel, A.....	7.8	7.0	5.2	6.6	3.0	5.9	3
Friedman, S.....	7.5	5.0	1.9	8.0	6.0	5.7	4
Branfuhr, M.....	8.3	7.0	4.2	5.0	1.0	5.1	5
Kornblum, M.....	8.9	6.0	4.5	5.0	1.0	5.1	5
Baschen, A.....	6.4	4.0	4.6	8.0	1.0	4.8	6
Hutter, B.....	9.2	4.0	1.3	3.0	3.0	4.1	7

Respectfully submitted,

IDA MONTGOMERY,

W. B. HILL,

Examiners.

INSTITUTION, May 20, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade III., Mixed A, taught by Misses Hanmer, Caparn, Clark and Mr. Hill.

NAMES OF PUPILS.	SPEECH.	Story test.	Language.	Arithmetic.	Geography.	Average.	Rank.
	The Elements. Reading. Lip Reading.						
Stamm, J.	3.9	9.0	9.9	8.5	9.3	8.1	1
Steinman, A.	3.7	6.0	7.5	4.9	9.2	6.2	2
Wolfersteig, D.	3.9	2.9	7.8	2.3	9.5	5.1	3
Sorenson, J.	2.8	4.0	5.0	3.0	9.6	4.8	4
Brewer, M.	4.5	3.0	6.0	2.4	8.0	4.7	5
Isbell, C.	3.5	1.0	6.0	4.0	8.5	4.6	6
Smith, S.	5.7	...	6.0	1.4	9.6	4.5	7
Pape, D.	4.0	2.0	6.0	1.9	8.0	4.3	8
Narkir, G.	3.2	3.0	5.9	1.5	7.5	4.2	9
Hartnett, D.	2.7	1.0	5.0	2.5	8.6	3.9	10
Bullis, L.	4.9	1.0	7.0	1.0	5.5	3.8	11
Baker, C.	3.4	1.0	5.0	1.2	8.7	3.8	11

Respectfully submitted,

BESSIE L. NIXON,

C. W. VAN TASSELL,

Examiners.

INSTITUTION, May 20, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade III., Oral, taught by Misses Buckingham, Clark, Caparn and Smith.

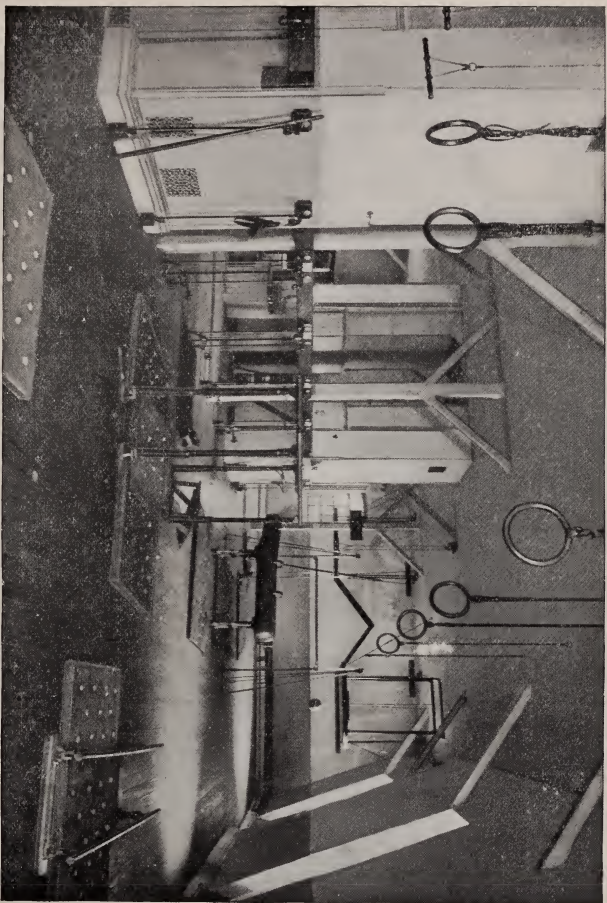
NAMES OF PUPILS.	SPEECH.		Principal's Test Story.	Arithmetic.	Geography.	Average.	Relative Rank.
	The Elements. Reading. Lip Reading.	Language.					
Holmes, Harry.....	8.3	9.8	9.6	10.0	10.0	9.5	1
King, Frederick.....	7.2	9.9	9.7	10.0	10.0	9.4	2
Berg, Eric.....	7.3	9.7	7.0	10.0	9.8	8.8	3
Nimmo, Frederick...	7.8	8.6	6.5	9.0	9.8	8.3	4
O'Donnell, James....	9.2	8.3	6.0	7.2	10.0	8.1	5
Zwoffe, Barnett.....	8.5	9.6	7.0	4.5	10.0	7.9	6
Birck, Vernon.....	9.3	9.9	9.5	4.5	6.0	7.8	7
Kalen, David.....	7.3	7.1	...	3.0	9.9	6.8	8
Verhoeff, H.....	9.8	3.1	9.7	7.2	4.0	6.7	9
Jarboe, Lester.....	8.2	4.0	3.0	4.5	2.0	4.3	10

Respectfully submitted,

GRACE H. STRYKER,

LUANN C. RICE,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
GYMNASIUM—150x55 feet.—A.



INSTITUTION, May 20, 1897.

ENOCH HENRY CUBRIER, M.A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of Grade Aural, taught by Misses Nixon and Smith and Mr. Hill.

NAMES OF PUPILS.	* SPEECH.	Arithmetic.	Language.	Story Reproduction.	Penmanship.	Average.	Rank.
	The Elements. Reading. Lip Reading.						
1st DIVISION.							
Cohen, Louis.....	10.0	8.0	8.0	9.4	<i>a</i>	8.8	1
Blaum, Josephine....	4.5	6.5	6.8	9.5	<i>a</i>	6.8	2
2d DIVISION.							
Simon, Henry.....	9.8	10.0	9.3	9.5	9.5	9.6	1
* Murray, Mary.....	7.5	10.0	9.1	8.5	7.0	8.4	2
Fluhr, Frank.....	9.0	9.4	7.3	6.0	8.5	8.0	3
Lane, William.....	9.5	6.3	7.7	5.0	8.5	7.4	4
Ferguson, George....	9.5	6.5	8.7	5.0	7.0	7.3	5
3d DIVISION.							
Nickerson, Thomas..	8.5	9.5	6.8	9.5	8.5	8.5	1
Hoenack, Elsa.....	...	9.0	9.7	5.0	7.5	7.8	2
Messerschmidt, J....	7.5	7.5	6.1	...	7.0	7.0	3
† Rich, Ellis.....	...	...	...	...	...	...	..
‡ Tansley, John.....	...	...	...	...	...	...	..
|| Wood, Edward.....	...	...	...	...	...	...	..

* Was examined with the 3d Division in arithmetic.

† Is able to understand what is said to him but can read and write only a few words.

‡ Has been in school but a short time and knows only a few words.

|| Absent.

a Penmanship taught in another class.

Respectfully submitted,

PRUDENCE E. BURCHARD,

HARRIETT C. HALL,

Examiners.

INSTITUTION, May 20, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade IV., Division Mixed, taught by Misses Buckingham, Hall, Hanmer and Montgomery.

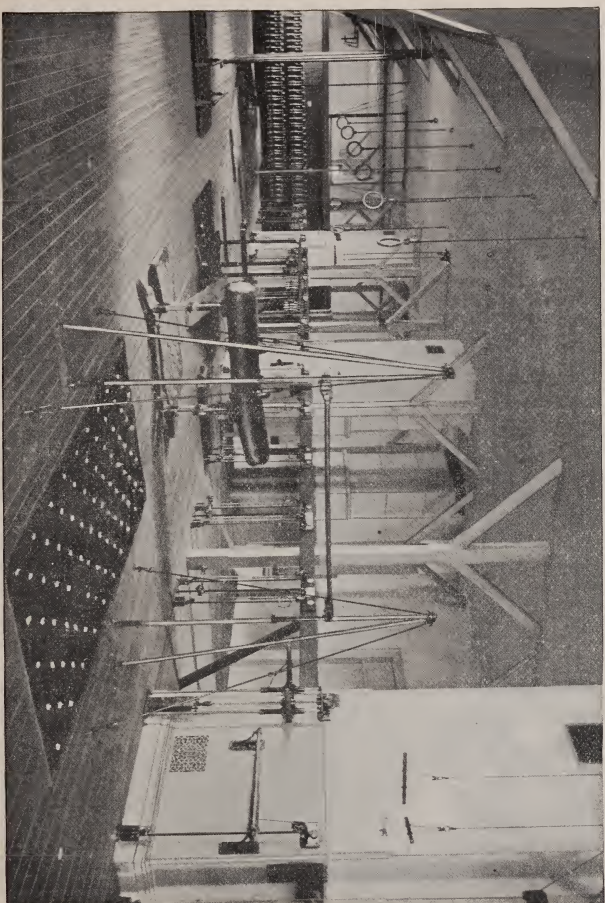
NAMES OF PUPILS.	SPEECH.		Geography.	Arithmetic.	Language.	Average.	Rank.
	The Elements. Reading. Lip Reading.						
Tanzas, M.	8.3	9.8	8.4	8.4	8.7	1	
Elliott, M.	5.0	8.7	9.5	8.4	7.8	2	
Moran, W.	5.0	8.6	9.1	7.7	7.6	3	
Pickruhl, C.	7.0	7.8	8.2	5.8	7.2	4	
Hefferman, W.	7.0	8.2	6.0	6.0	6.8	5	
Hurewitz, D.	5.5	8.0	6.0	7.8	6.7	6	
Johnston, R.	8.5	4.3	4.8	7.6	6.2	7	
Perry, E.	8.6	5.8	5.3	4.2	6.0	8	
Levin, M.	3.0	7.8	8.2	4.7	5.9	9	
Dick, G.	3.0	7.5	5.8	4.3	5.1	10	
Rosenberg, M.	6.0	1.0	5.0	5.4	6.4	.	

Respectfully submitted,

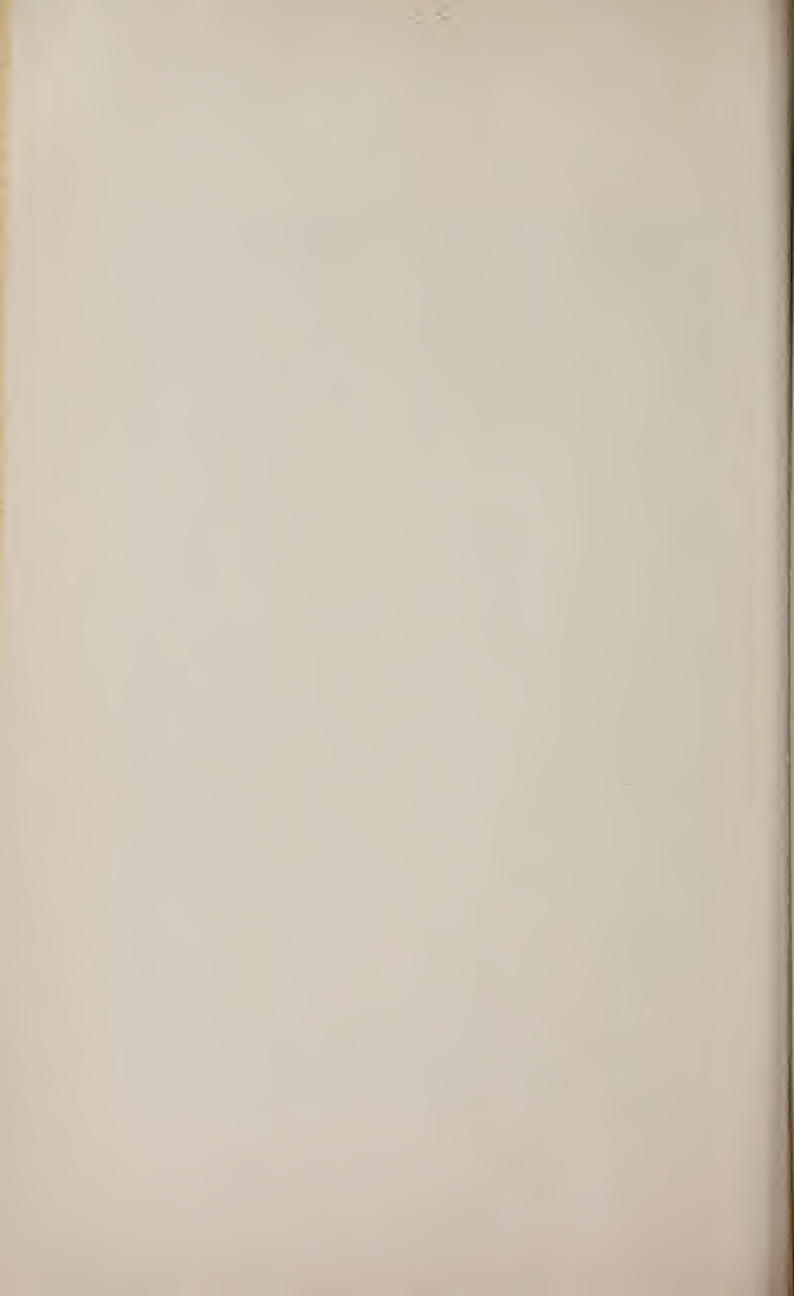
ANNA HOLMES CLARK,

M. E. UNKART,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.



INSTITUTION, May 25, 1897.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of Grade V., Mixed, taught by Misses Hall, Clark, Buckingham, and Mr. Jones.

NAMES OF PUPILS.	SPEECH.		Language.	Geography.	Arithmetic.	Reproduction.	Gen. Average.	Rank.
	The Elements. Reading. Lip Reading.							
Berger, F.....	9.7	8.4	10.0	8.2	7.0	8.7	1	
Burt, D.....	8.2	6.3	10.0	9.0	9.5	8.6	2	
Hoffman, M.....	9.7	5.9	10.0	7.5	9.3	8.5	3	
Mason, F.....	10.0	8.0	8.9	6.1	9.0	8.4	4	
Dyer, S.....	9.8	5.5	10.0	8.0	8.0	8.3	5	
Satow, F.....	7.6	7.3	10.0	6.3	7.5	7.7	6	
Blauth, W.....	2.8	6.2	10.0	7.2	9.5	7.1	7	
Hutschenreuter, H..	6.0	5.7	9.0	5.2	5.5	6.3	8	
Hicks, I.....	4.1	6.8	9.8	1.2	9.0	6.2	9	
Wilson, T.....	5.9	4.9	9.8	3.0	4.0	5.5	10	
Glosque M.....	2.3	7.5	10.0	0.9	5.0	5.1	11	

Respectfully submitted,

E. R. C. CAPARN,

W. B. HILL,

Examiners.

INSTITUTION, May 24, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR :—We herewith present our report of the examination of Grade VI., Mixed B, taught by Mr. Hill and Misses Burchard, Caparn, and Hall.

NAMES OF PUPILS.	SPEECH.	Geography.	Language.	Arithmetic.	Story.	Average.	Rank.
	The Elements. Reading. Lip Reading.						
Gaffney, James.....	6.5	5.4	7.3	8.8	7.4	7.1	1
Slinn, Edward.....	5.4	6.7	7.1	7.6	7.1	6.8	2
Reicke, George.....	6.8	6.4	7.1	8.5	5.0	6.8	2
Muller, Charles.....	6.8	5.5	6.1	8.4	3.7	6.1	3
Postlethwaite, W. D..	7.0	2.8	5.8	5.6	5.3	5.3	4
Goldstein, Leah.....	8.0	4.0	6.2	3.7	4.4	5.3	4
Barnett, Charlotte...	5.7	6.9	6.4	1.7	5.4	5.2	5
Lynch, William.....	4.9	4.8	6.5	6.2	3.6	5.2	5
Izquierdo, Arthur...	5.4	7.2	5.4	3.6	2.9	4.9	6
Blackman, Katie.....	6.8	1.8	7.1	2.4	5.3	4.7	7
Pindar, Edna.....	6.8	3.7	5.8	1.5	4.6	4.5	8
Walker, Lillie.....	5.4	1.2	6.3	0.7	4.7	3.7	9

Respectfully submitted,

S. B. HANMER,

WM. G. JONES,

Examiners.

INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade VI., Mixed A, taught by Misses Buckingham, Hammer, and Hall, and Mr. Jones.

NAMES OF PUPILS.	SPEECH.	Language.	Geography.	Arithmetic.	Reproduction.	General Average.	Rank.
	The Elements. Reading. Lip Reading.						
Brewer, E.....	8.5	7.7	10.0	9.8	9.5	9.1	1
Silvermond, B.....	8.1	8.4	6.5	10.0	9.0	8.1	2
Gaunt, C.....	9.0	7.2	7.0	10.0	4.0	7.5	3
Brewer, C.....	9.0	5.8	5.4	10.0	6.5	7.2	4
Sanford, C.....	7.6	4.0	8.3	8.0	4.5	6.5	5
Hatowsky, L.....	6.3	5.0	7.8	9.5	3.2	6.2	6
Peter, C.....	7.3	6.7	6.0	6.5	3.0	6.0	7
Byron, F.....	5.7	6.2	4.2	4.0	5.1	5.1	8
Little, N.....	7.0	6.1	1.5	2.0	5.0	4.4	9

Respectfully submitted,

M. L. BARRAGER,

E. R. C. CAPARN,

Examiners.

INSTITUTION, May 20, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR :—We herewith present our report of the examination of Grade VI., Oral, taught by Misses Caparn, Buckingham, Hanmer, and Hall.

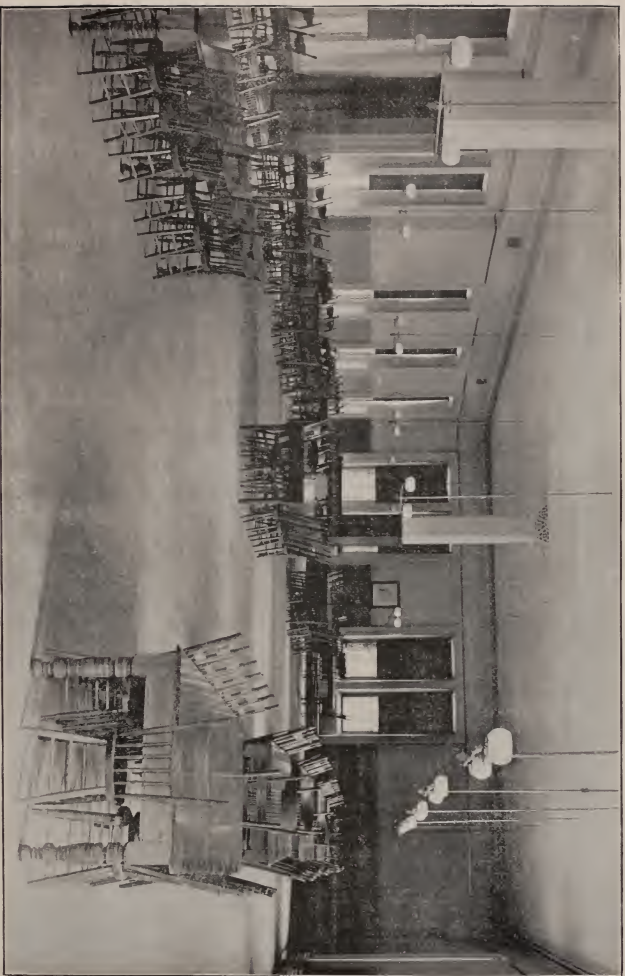
NAMES OF PUPILS.	SPEECH.		Story.	Language.	Arithmetic.	Geography.	Gen. Average.	Rank.
	The Elements. Reading. Lip Reading.							
Donald, H.....	7.7	10.0	9.8	8.0	8.5	8.8	1	
Van Valkenburg, C..	9.2	7.5	8.2	7.5	10.0	8.5	2	
Laughlin, F.....	9.4	2.0	8.5	9.0	6.0	7.0	3	
Turner, L.....	7.4	4.0	7.6	8.0	6.5	6.7	4	
Patterson, G.....	8.0	1.0	8.5	5.5	8.0	6.2	5	
Berg, A.....	9.1	3.0	6.3	3.3	5.5	5.5	6	
Gabie, F.....	9.3	1.0	7.5	5.0	4.0	5.4	7	
Orman, T.....	9.4	...	4.3	5.8	4.0	4.7	8	
Burdette, G.....	7.6	0.5	6.0	1.0	6.5	4.3	9	
Callahan, M.....	9.2	2.0	4.6	1.0	4.5	4.2	10	
Doxsie, G.....	6.5	3.0	3.8	4.0	...	3.5	11	

Respectfully submitted,

BESSIE NIXON,

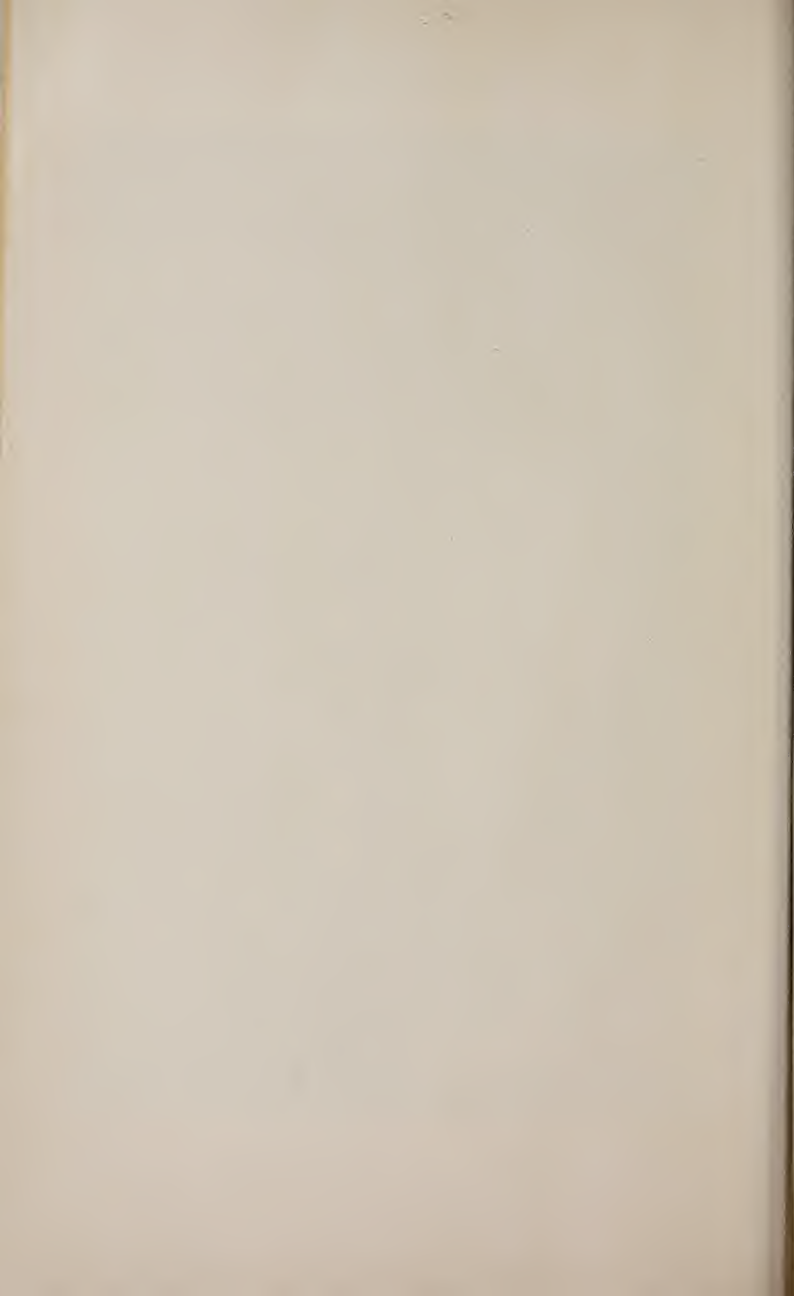
ROBERT D. HOYT,

Examiners.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

GIRLS' STUDY ROOM, MAIN BUILDING, 150x50 feet.



INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR :—We herewith present our report of the examination of Grade VII., Male, taught by Messrs. Hoyt, Hill, Jones, and Miss Burchard.

NAMES OF PUPILS.	SPEECH.	Arithmetic.	Story.	History.	Geography.	Language.	Average.	Rank.
	The Elements. Reading. Lip Reading.							
Suk, Anton.....	9.1	8.5	9.2	9.0	6.0	7.8	8.3	1
Landre, Herman....	3.0	7.0	10.0	9.9	6.0	9.8	7.6	2
Anderson, Robert...	4.8	8.5	10.0	9.4	3.0	9.3	7.5	3
Reiff, Anthony,.....	5.5	9.0	9.0	9.1	3.5	8.2	7.4	4
Prinsinzing, Henry..	7.5	5.0	9.5	8.5	1.0	9.0	7.0	5
Muench, Henry.....	6.5	7.5	8.2	8.9	2.5	8.5	7.0	5
Heerdt, Herman....	3.3	8.5	8.2	8.5	4.0	8.9	7.0	5
Long, Richard.....	5.5	7.0	9.0	8.4	2.5	7.8	6.7	6
Burke, James.....	7.0	4.0	8.3	9.4	2.7	7.3	6.4	7
Belch, James.....	3.0	6.0	8.5	5.8	2.5	7.4	5.5	8
Kalberer, John.....	3.3	2.0	8.5	6.5	4.5	7.0	5.3	9

Respectfully submitted,

IDA MONTGOMERY,

FAYETTA PECK,

Examiners.

INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR :—We herewith present our report of the examination of Grade VII., Mixed, taught by Misses Buckingham and Smith, Mr. Hoyt and Mr. Jones.

NAMES OF PUPILS.	SPEECH.	Arithmetic.	Language.	History.	Geography.	Story.	Average.	Rank.
	The Elements. Reading. Lip Reading.							
Ehrlich, K.....	7.1	7.8	7.6	7.8	7.3	9.2	8.0	1
Ottmer, K.....	6.1	8.3	8.4	8.5	7.2	9.0	7.9	2
Hannon, S.....	7.1	7.5	6.4	9.8	7.8	9.9	7.9	2
Morrison, M. N....	4.2	9.8	8.8	8.5	5.8	9.9	7.8	3
Marks, M. J.....	7.3	9.6	6.1	7.7	5.2	7.9	7.6	4
Thadwald, M. E....	6.8	6.1	8.2	8.3	6.8	7.5	7.6	4
McBride, J.....	3.7	9.0	7.0	8.4	9.2	5.0	7.0	5
Bolender, J.....	7.3	3.5	6.6	9.0	6.5	9.4	7.0	5
Gibbs, M.....	4.4	5.6	6.0	7.2	7.2	8.9	6.5	6
Bachman, F.....	4.4	5.9	7.2	7.8	4.6	9.0	6.4	7
Muller, B.....	5.8	3.8	4.7	2.1	2.6	8.8	4.6	8

Respectfully submitted,

AMELIA E. BERRY,

M. E. UNKART,

Examiners.

INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*

DEAR SIR :—We herewith present our report of the examination of Grade VII., Oral, taught by Misses Buckingham, Nixon and Burchard, and Mr. Hill.

NAMES OF PUPILS.	SPEECH.	History.	Story.	Geography.	Arithmetic.	Language.	Average.	Rank.
	The Elements. Reading. Lip Reading.							
Dornblut, L.....	9.9	7.3	10.0	8.0	7.1	9.9	8.7	1
Burch, L.....	7.0	8.0	9.0	7.0	9.2	8.0	8.0	2
Peck, D.....	8.4	5.1	9.5	7.0	8.0	9.2	7.9	3
Fenalli, R.....	7.5	6.6	9.0	4.6	8.6	7.6	7.3	4
McDonald, G.....	6.5	6.5	9.5	5.1	7.1	8.1	7.1	5
Venuto, L.....	7.8	7.3	9.0	5.2	4.0	7.1	6.7	6
Mishnun, R.....	5.0	6.0	9.0	6.1	3.8	9.4	6.6	7
Elsworth, E.....	7.5	4.8	8.5	3.3	8.9	5.8	6.5	8
Hunter, S.....	9.1	1.9	6.0	4.0	6.7	9.1	6.1	9
Elsworth, S.....	7.4	4.2	5.0	3.5	8.0	7.3	5.9	10
Powell, H.....	7.3	2.3	7.5	3.2	3.8	8.5	5.4	11
Berg, A.....	7.7	1.0	8.5	...	7.7	6.1	5.2	12

Respectfully submitted,

HARRIETT C. HALL,

ROBERT D. HOYT,

Examiners.

INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of the Advanced Oral, taught by Misses Burchard, Buckingham, Nixon, and Mr. Fox.

NAMES OF PUPILS.	SPEECH.	Geography.	History.	Arithmetic.	Language.	Story.	General Average.	Rank.
	The Elements. Reading. Lip Reading.							
Stern, Alfred.....	8.8	7.6	9.8	8.5	9.0	10.0	8.9	1
Renner, William....	8.3	7.1	9.5	8.5	9.9	10.0	8.9	1
Judge, Alice.....	7.1	8.8	8.7	9.0	9.1	9.0	8.6	2
Smith, Lydia.....	8.0	8.4	9.2	9.7	8.8	7.8	8.6	2
Gray, Edith.....	8.0	9.0	7.5	7.9	8.0	8.8	8.2	3
Turner, Gertrude...	7.8	9.0	7.5	8.3	7.5	7.3	7.9	4
Elsworth, Kate.....	8.0	8.5	10.0	7.8	7.0	6.0	7.8	5
Konkel, William....	8.5	5.9	6.0	9.7	7.3	5.5	7.2	6
Rappholdt, Edward..	9.5	4.3	8.6	6.4	8.1	4.8	6.9	7
Buhl, Adolph.....	4.1	3.4	4.8	...	2.4	9.2	3.9	8

Respectfully submitted,

STELLA B. HANMER,

MARGARET S. MCGILL,

Examiners.

INSTITUTION, May 21, 1897.

ENOCH HENRY CURRIER, M.A., *Principal*:

DEAR SIR:—We herewith present our report of the examination of Grade IX., taught by Miss Hall, Messrs. Hoyt, Hill and Jones.

NAMES OF PUPILS.	SPEECH.	Arithmetic.	Nat. Philosophy.	Current Events.	Story.	General Average.	Rank.
	The Elements. Reading. Lip Reading.						
Mayer, E.....	6.9	7.8	9.5	8.6	9.7	8.5	1
Elflein, J. A.....	6.7	8.6	6.5	9.0	9.0	8.0	2
Kiernan, P. J.....	6.8	5.0	8.3	9.5	9.5	7.8	3
Moeslein, E. V.....	9.2	6.8	5.3	7.3	9.5	7.6	4
Ellis, E.....	7.8	7.5	6.7	8.6	6.5	7.4	5
Levy, J.....	6.7	4.6	4.7	7.2	6.5	5.9	6
Avens, J.....	7.4	5.5	4.7	5.1	6.0	5.7	7
Lawton, R. H.....	6.3	5.6	4.1	5.9	6.5	5.6	8
McVea, R.....	7.0	3.2	5.3	7.3	4.5	5.4	9

Respectfully submitted,

PRUDENCE E. BURCHARD,

LENA STRYKER,

Examiners.

INSTITUTION, May 25, 1897.

ENOCH HENRY CURRIER, M. A., *Principal* :

DEAR SIR :—We herewith present our report of the examination of the Academic Grade, taught by Mr. Fox and Miss Hall.

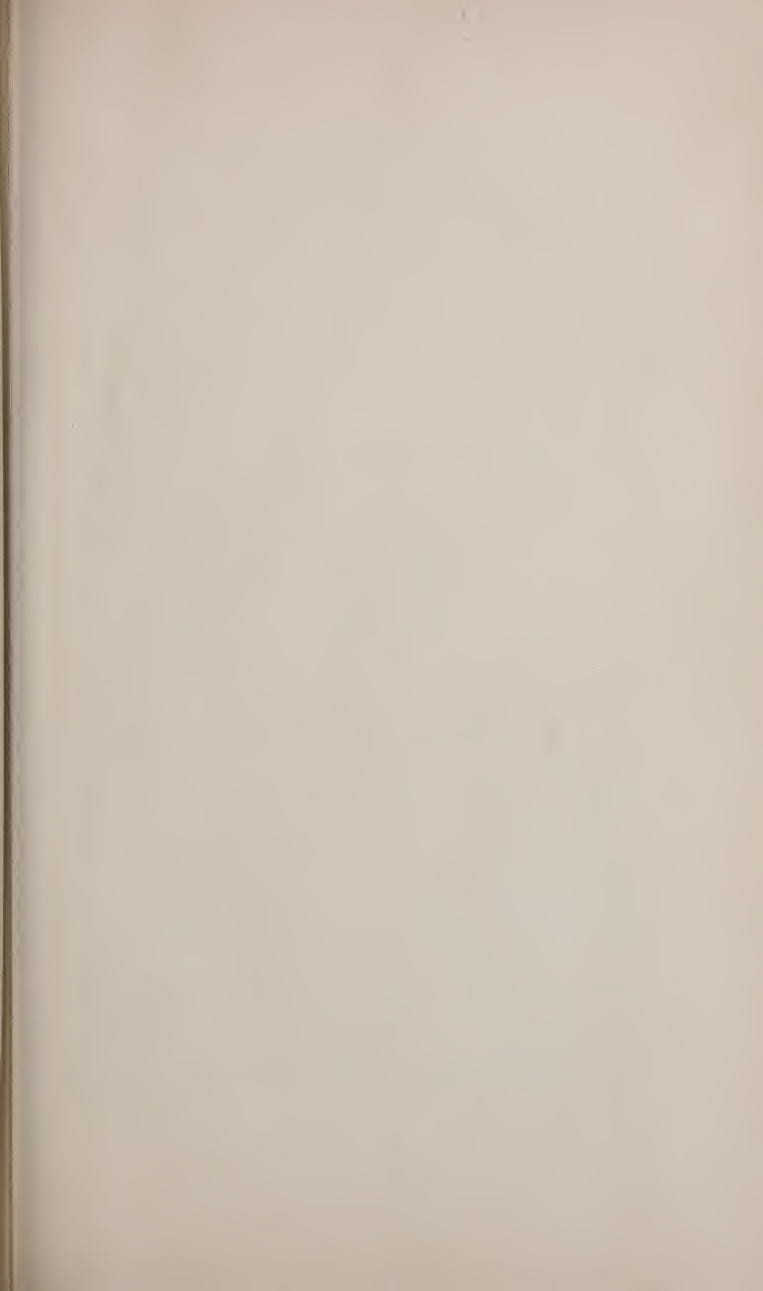
NAMES OF PUPILS.	Speech.	Reproduction.	English Composition.	English Grammar.	History of the United States.	History of England	Arithmetic.	Physics.	Geography.	Physical Geography.	Average.	Rank.
Spahn, Bertha.....	9.5	10.0	10.0	9.8	10.0	9.9	10.0	9.6	9.3	9.9	9.8	1
Fish, Sarah C.....	9.3	9.0	10.0	9.6	9.9	10.0	10.0	9.7	9.8	9.8	9.7	2
McPhail, Annie.....	7.2	10.0	10.0	9.5	10.0	9.9	9.9	10.0	9.5	9.0	9.6	3
Caddy, Emma F.....	6.9	10.0	10.0	9.7	10.0	10.0	7.0	9.0	9.8	10.0	9.2	4
Myers, Louise B.....	8.9	10.0	10.0	10.0	10.0	10.0	10.0	9.8	8.8	....	8.7	5
Keiser, John.....	8.7	10.0	10.0	7.3	10.0	9.9	2.0	6.0	8.0	7.0	7.8	6
Anderson, Elizabeth M.....	4.8	10.0	7.5	8.2	9.3	9.0	5.0	5.0	9.8	9.0	7.7	7
Beck, Herman F.....	4.3	9.5	9.6	8.0	8.0	8.5	6.4	5.0	9.2	8.5	7.7	8
Freeman, Sarah B.....	9.8	10.0	8.7	6.5	7.0	3.0	5.8	4.5	6.0	4.0	6.7	9
Kummer, Louise.....	8.8	8.5	7.0	5.0	7.5	5.0	5.0	4.0	8.4	6.0	6.4	10

Respectfully submitted,

FLORENCE G. S. SMITH,

THOMAS FRANCIS FOX,

Examiners.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF
THE DEAF AND DUMB.
ORRIS BENSON. Blind and Deaf.

NEW YORK, May 20, 1897.

MR. ENOCH HENRY CURRIER, *Principal*:

DEAR SIR:—I herewith present my report of the examination of the deaf and blind pupil, Orris Benson, taught by Misses Montgomery and Nixon.

Benson has studied United States History, Geography, Language and Arithmetic.

The quickness with which he performs problems mentally is surprising.

He is familiar with coins, and counts money and reckons change rapidly.

In geography, he put together a section map of the United States, giving the name of each State.

On relief maps he pointed out the countries, seas, islands and mountains of North and South America, Europe and Asia.

When he touched Spain, he declared that he hated the Spanish, they were so cruel to Cuba.

When he came to the Island of Crete, he expressed his sympathy for the Greeks, showing that he is not ignorant of current events.

He has general idea of the History of the United States, telling about the discovery and settlement of America; the adventures of Sir Walter Raleigh, John Smith, and others.

He declared Abraham Lincoln to be the *greatest* man.

When asked how Lincoln died, he said, "Booth was a mean man shot him."

He spoke of the 4th of July as the "Birthday of the United States."

Benson's ideas are very original, and he clothes them in good language.

One of the things that impressed me most was the ability and persistency with which he asked intelligent questions, and the readiness with which he grasped explanations, showing that he has learned the real use of language.

With the typewriter he wrote an account of the Member's Day Meeting.

His sense of humor is keen. He was very much amused because the Principal spoke of the daughters of a lady named Mrs. Stone, as "pebbles."

It gives me great satisfaction to state that his answers were given orally and were perfectly intelligible.

The examination of a pupil with a mind like Orris Benson's is a pleasure, rather than a duty.

Respectfully submitted,

E. E. B.

REPORT OF THE EXAMINER OF ART CLASSES.

CHARLES VOLKMAR,
CROWN POINT POTTERY.

CERAMIC DECORATIONS FOR ARCHITECTURAL PURPOSES.

MEDALS AWARDED:

Centennial Medal, Phila., 1876.

Medal of Excellence, Am. Inst., 1886.

Silver Medal, Mass. C. M. A., 1890.

Longstreth Medal, Franklin Inst., 1890.

First Gold Medal, Grand Prize, Atlanta, Ga., 1895.

CORONA, N. Y., June 5, 1897.

ENOCH HENRY CURRIER, ESQ., *Principal of the New York Institution for the Instruction of the Deaf and Dumb, New York City:*

DEAR SIR:—It gives me the greatest of pleasure to make the report of my examination of the Art Department of the Institution for the Deaf and Dumb so favorable, both to instructor and pupils.

For an institution which does not make a specialty of an Art Education, the result of your last year work is very successful, and must be most gratifying to Miss LePrince. Her theory that the mind should first be taught what the hand is to execute, and also to make the execution by the simplest methods available, cannot but obtain the most satisfactory results.

For the elementary classes, the modelling in clay produces the most practical impressions of form. For composition, the use of charcoal is most advantageous in the saving of time? The most suitable method, when decisive qualities are required, is undoubtedly pen and ink, as it compels the student to be both precise and exact in his work. The water color work for the higher classes is more than creditable, the important feature of simplicity essential in decoration being thoroughly understood.

The great advances made in America during the last decade in the applied arts, is mainly due to Institutions like yours, whose object is not to produce great artists (great men are born not made), but by laying the foundation and preparing your pupils to enter successfully the different channels of the Art Industries of your country, and so produce workmanship of the highest grade.

Yours faithfully,

CHARLES VOLKMAR.

REPORT ON GYMNASIUM.

ENOCH HENRY CURRIER, M.A., *Principal* :

DEAR SIR:—This report is compiled from the measurements of all the male pupils in the Institution proper.

The same general improvement may be seen as has been observed in former examinations; and one circumstance has happened in this year's work which shows very strongly the advantages derived from the gymnasium. On account of the press of work in the printing office, the printers, 42 in number, did not go to the gymnasium after the Christmas recess, and as a result, these 42 boys show an average decrease of $12\frac{1}{2}$ cubic inches in lung capacity alone, and a general falling off in their other measurements.

Up to Christmas, a total of 147 boys exercised daily, and after that 105 boys, and these show the usual favorable increase.

One factor which serves to bring down the general average, is that the small boys are included in the averages with the larger ones. Naturally the small boys from the kindergarten, who have just become members of the Institution family, lack previous training, and their small lung capacity naturally lowers the general average very decidedly. It would perhaps be advisable in the future, in order to get a correct idea of what has been done, to divide the boys into two classes, according to term of pupilage, and to keep the measurements of the classes separate.

Here are some cases which show the advance made :—

CHART 36.

LAST YEAR.		THIS YEAR.
$2\frac{1}{2}$ inches.....	Chest Expansion.....	3 inches.
11 times	Dip	10 times.
15 times.....	Pull Up.....	16 times.
250 cu. in.....	Lung Capacity.....	235 cu. in.

CHART 99.

LAST YEAR.		THIS YEAR.
34 inches.....	Chest Expansion.....	35 inches.
12 times.....	Dip	16 times.
17 times.....	Pull Up.....	21 times.
190 cu. in.....	Lung Capacity.....	190 cu in.

CHART 123.

LAST YEAR.		THIS YEAR.
$\frac{2}{3}$ inches.....	Chest expansion.....	3.5 inches.
15 times.....	Pull Up.....	16 times.
11 times.....	Dip.....	16 times.
200 cu. in.....	Lung Capacity.....	200 cu. in.

Among the weaker boys, the case of Chart 147 is a good one. He came to the school one year ago. Physically he was very weak, and almost helpless as regards vitality and strength; and now after one year of light work as prescribed in such cases, he shows a gain of 16 lbs. in weight, 3 inches in height, .5 inches in chest expansion, .1 to .6 inches increase in general muscular development, a gain of 4 in the strength tests, and 26 cubic inches in lung capacity.

Here are the averages for the whole 147 boys.

Chest contracted.....	29.9 inches.
Chest expanded.....	32.2 inches.
Average expansion.....	2.3 inches.

STRENGTH TESTS.

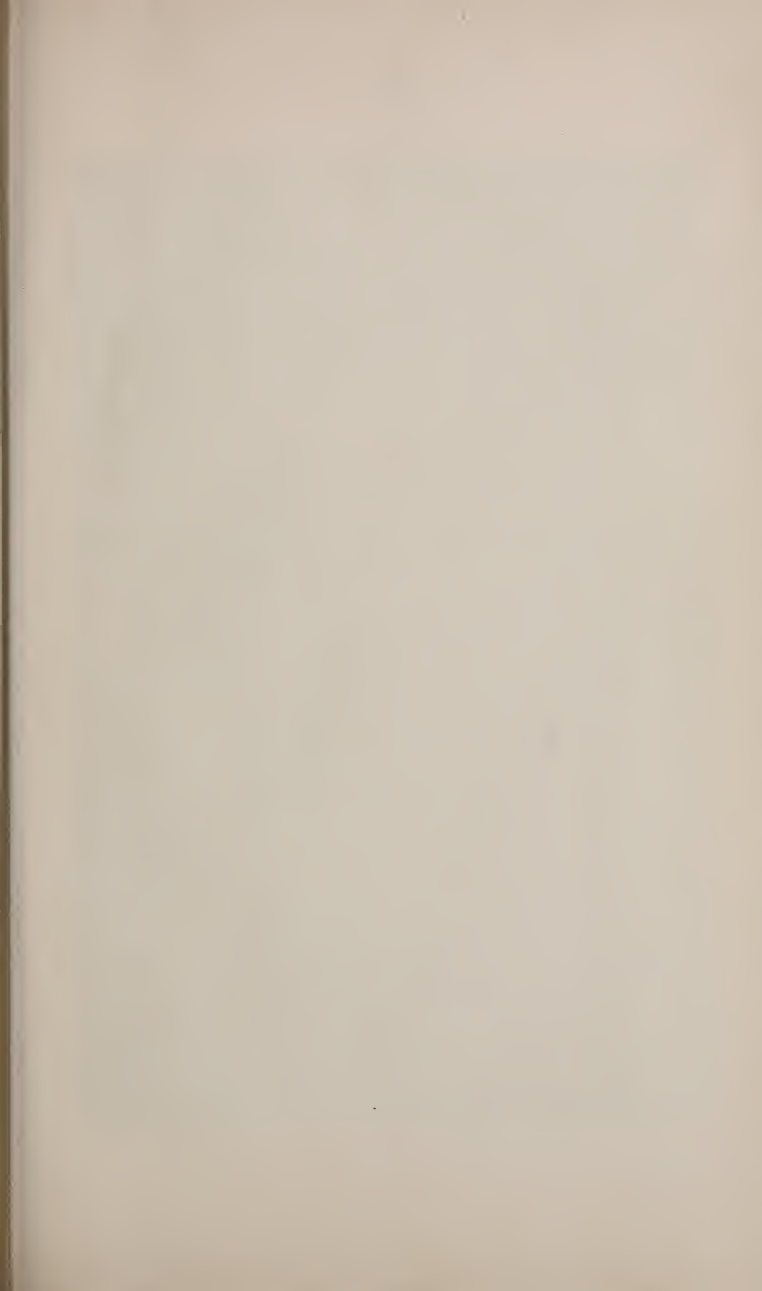
Dip.....	5½ times.
Pull Up.....	6½ times.
Lung Capacity.....	161 cu. in.

The physical condition of the boys is fine, and the standard of work this past year has been much in advance of any previous year. It is a pleasure to see what the gymnasium has done and is doing for the boys, both morally and physically.

Respectfully submitted,

ROBERT HOYT.

WILLIAM B. HILL.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE CHAPEL IN MAIN BUILDING.—80x60x30 feet.

THE BACCALAUREATE SERMON.

BY ISAAC LEWIS PEET, LL.D., *Emeritus Principal.*

JUNE 6, 1898.

GENESIS 9 : 13 and 16.—“I do set my bow in the cloud, and it shall be for a token of a covenant between me and the earth. And the bow shall be in the cloud; and I will look upon it that I may remember the everlasting covenant between God and every living creature of all flesh that is upon the earth.”

One day during the past month, after forty-eight hours of incessant rain, while I was paying a visit in the country, there broke upon my vision the gorgeous spectacle of a rainbow in the east. This phenomenon, as you know, is caused by the refraction and reflection of the sun's rays in drops of falling water, and is composed of the seven primary colors—violet, indigo, blue, green, yellow, orange and red—appearing in concentric bands in an arch upon the sky.

As I thought how Noah must have rejoiced at this sight, a picture of the scene came before my mind. With his precious household he had just gone forth of the ark in which they had been confined for a year and ten days. Gathered around the altar which he had built, he and his family were in the act of paying appropriate worship to the Divine Being. When a voice from Heaven was heard giving the assurance in emphatic words that the earth should never again be destroyed by a flood. Then the prevailing mists were gathered into a cloud, and dissolved in rain, the sun so long hidden from human view, shone forth in dazzling brightness, and a beautiful arch of resplendent colors made its appearance in the sky. At this moment, the concluding words were heard. “This is token of the covenant which I have established between me and all flesh that is upon the earth.”

To Noah it was not only the end of a long period of gloom and the harbinger of bright days to follow, but it was the sign and seal of the first covenant God ever made with man.

To me, it was the emblem of hope and a promise that my prayers should be answered in behalf of those I leave behind me, and as Noah took of every clean beast and every clean fowl and offered burnt offerings upon the altar, so I involuntarily poured forth the sincerest aspirations of my soul.

We have in our daily life tokens of God's love and the love of the

others. The repeated miracle of the sunrise after a night of refreshing sleep, should awaken gratitude in our hearts. It is then that new life courses through our veins and we feel prepared for the duties of the day. /

The seasons in their order present a different garb as they succeed each other. The tender green and delicate foliage of spring, the full bloom of summer, the dark but splendid hues of autumn, and the shroud of winter, are tokens of the passing year.

Letters from home are tokens of your parents' continued affection.

Each recurring duty of the school is a token that your life of preparation is progressing; and the diploma which you receive at the end of your school course, is a token that the time of preparation is past and that the period of actual responsible life has begun.

Tokens are memorials, in which sense they are expressions of love, gratitude, and reverence. They sometimes take the form of days, in which great events are commemorated and great sentiments are expressed. In this Institution, taking them in their order, we have: The 19th of November, the birthday of the late Dr. H. P. Peet, on which are recalled the names and characteristics of the more prominent men who, as directors, officers, teachers, and even pupils, have conferred honor upon this Institution; the fourth of December, the anniversary of our removal from 50th Street, a day fraught with many associations; Christmas, the day of joy and gladness, which reminds us of the coming into the world of the Saviour of mankind; New Year's Day, which marks the beginning of a new period of twelve successive months to be numbered on the calendar of history as a portion of the century; Lincoln's Birthday, and Washington's Birthday, when are brought to mind, under the latter name the founders, and the former name the saviours of our nation; Arbor Day, on which a new tree is added to the "groves" which "were God's first temple;" Memorial Day, dedicated to the memory of those who have died for their country; and the Fourth of July, our great National holiday, on which was originally proclaimed "Liberty to Mankind."

Tokens again take the form of monuments and statues. In the former a great portion of the world's history has been written, and the latter serve to remind us of the personality of the great men whose thoughts and deeds were illustrious.

But there are no tokens which concern us more than those which relate to our well-being, both in this life and in the life which is to come. They are associated with religion, and as such should be cherished above all others. The first great token is the Cross of Christ, which reminds us of God's promise that, for the sake of Him who

died thereon, our sins shall be forgiven, and we shall obtain eternal life. It is the token of God's mercy ; but for this we should have no hope. If, in sorrow for our sins, we look upon this, we shall have the assurance of pardon and of hope. The sun of righteousness shining through our tears will create a rainbow such as Noah looked upon when the natural sun shone through the drops of rain.

Next comes Baptism, which is a token of the washing away of our sinful nature by the influence of the Holy Spirit, whereby we are born again, and whereas, we were at one time inclined to do evil, we are thenceforward inclined to do well, to love the Lord our God with all our heart and soul and strength, and our neighbors as ourselves. This new tendency is called regeneration, and is followed by sanctification, which leads us gradually to become better and better, till we have reached that point where we should have been if we had never sinned.

After this we have the memorial of the Lord's Supper, instituted by our Lord and Saviour Jesus Christ, as He was about to leave the world of sin and sorrow. At this we partake of the broken bread, which is a token of our Saviour's body broken for us, and of the poured-out wine, which is a token of His blood shed for the remission of our sins.

Another religious token is the wedding ring which, by its shape, signifies the unending character of the marriage relation. Then we have the pure white lilies of Easter, when our Lord rose from the dead, fitting tokens of the resurrection, as they appear at the season when Nature springs into new life after the long death-like sleep of Winter.

As this is the last Sabbath of your school year, it is proper that I should give a few words of advice to those who stand upon the threshold of a new period of existence, a period for which your whole life hitherto has been but a season of preparation.

First :—The only safe course is to commit yourselves and your whole life to the keeping of God. It is a fitting time to remember his mercies, to repent of your sins, and to ask for forgiveness in the name of Jesus Christ. Pray for the indwelling influences of the Holy Spirit, that you may be regenerated and sanctified. He will hear your prayer, for He has said through the lips of His Son : "Seek and ye shall find ;" "Knock and it shall be opened unto you ;" "He that cometh unto me I will in no wise cast out ;" "Come unto me all ye that labor and are heavy laden, and I will give you rest."

Second :—Under these circumstances unite yourselves with the Church of Christ. Naturally you will become confirmed by some

bishop or minister in the denomination in which you were baptized, but if you have not been so baptized it would be wise for you to follow the wishes of your parents if they are religious people. It will be your own act, however, and you must decide prayerfully what you owe to your own belief. The main thing is that you should acknowledge Christ before men, and that you should come under the care of a pastor, and be associated with people who shall sympathize with you, and help you in maintaining a strictly religious life. You should, in this connection, aim to obey the whole law of God, and never to bring reproach unto His people. Let your lives be pure, honorable, honest, and benevolent. Obey the whole moral law as it has been interpreted by your Saviour.

Third :—Let there be some things that you can never do. Never be mean ; never tell a lie ; never be jealous ; never indulge in overweening pride, vanity, or self-conceit.

Fourth :—Guard against temptation. There is none more insidious than that of indulging in intoxicating drinks. The young person who sets out with the determination of being a total abstainer from their use, is much safer in all the relations of life. He is less liable to disease of mind or body ; he will not be so apt to do and say foolish things, or to perform acts for which he will be sorry to his dying day. Another temptation which should be watched for with dread, is that to sudden anger. It has been called “a short madness,” and we should be careful to keep ourselves under control when it excites us.

Fifth :—Begin and end each day with reading the Bible and with prayer. “Trust in the Lord with all thine heart and lean not to thy own understanding ; in all thy ways acknowledge Him, and He shall direct thy paths.”—Prov. 3 : 5-6.

Sixth :—Keep holy the Sabbath Day. This you owe both to God and yourselves. Attend church whenever you can, and though you may not follow the services, you will find yourselves in the place devoted to the worship of God, in which you can join both in reverence and with the heart.

Seventh :—“Do with your might whatsoever your hand findeth to do.” Find some employment, and stick to it faithfully and industriously. The trade which you have learned in the Institution will probably be your first if not your last resource. Perfect yourself in it. Be known as a thoroughly skillful workman, so that your services will always be in demand.

Eighth :—Obey the laws of health, in eating, in drinking, in sleeping, and in physical exercise. At the same time cultivate hopefulness and equanimity. All these things lead to long life.

Ninth :—Cultivate the mind, both by reading and writing, and

thinking and reflecting. Commit something to memory every day, if it be but a line, and review it constantly that it may ever be with you. What we remember may occupy our thoughts when our eyes are closed or when we have no books at hand.

Tenth:—Be polite to others, and seek to gain their good-will by your pleasant manners, cheerful conduct and obliging disposition. Do not keep yourselves aloof from good society, but enter heartily into those enjoyments which, if taken in moderation, promote happiness in life.

Eleventh:—Be frugal. Divide up what you earn into several portions: first, necessary expenses, second, a reserve for the savings bank, and, third, a contribution to benevolent purposes. System in this respect should be the rule of your life. It will enable you to help others and to help yourselves. It will be a provision against the rainy day when you are too feeble to perform it.

Twelfth:—Cultivate home ties. Be demonstrative in your affection for your parents, and let them feel that they will never be unloved or forgotten. The highest earthly reward is promised to filial piety, and this is but a type of that piety which recognizes God as our father, and to which is promised a home of eternal happiness in Heaven.

The foregoing injunctions may be summed up in one word—loyalty—loyalty to the institution in which you have been educated; loyalty to your friends and teachers; loyalty to yourselves; loyalty to your employers; loyalty to your country; loyalty to your church; loyalty to your parents and family; loyalty to God.

In this respect, never be recreant. Be known as one who can be trusted, one who can never be feared as a possible traitor. Judas Iscariot and Benedict Arnold were types of disloyalty.

The apostle Paul and Washington were types of its opposite. Of General Grant, the great military successor of Washington, it has been well said by one who knew him: "His predominant trait of character was loyalty. In this respect he never failed, and it made his life a grand success." May this be said of you, and may it secure to you the welcome plaudit: "Well done, thou good and faithful servant, enter thou into the joy of the Lord."

PLANTING THE IVY.

On the evening of Monday, June 7th, the graduating class observed the interesting ceremony of planting the class ivy. The address for the class was made by Mr. Peter J. Kiernan, and was as follows:—

IVY ORATION.

MR. PRINCIPAL, FELLOW MEMBERS OF THE GRADUATING CLASS:—
We meet this evening to observe the Ivy custom. The plant itself has already taken firm root, and begun to climb. We expect that in time it will spread, be well covered with beautiful tendrils, and so cling firmly to this protecting home of our childhood. So may our lives cling to all that is true and right, and then we shall have strength and happiness.

The time has come for us to say farewell to you, our Principal and friend. We part with you after all these pleasant years of friendship. We wish to say that we have enjoyed your companionship, and trust we leave with your best wishes and a warm place in your regard. We shall ever hold in fond remembrance the happy times we have had here, and shall often think of you, when working our separate way up in the great world outside.

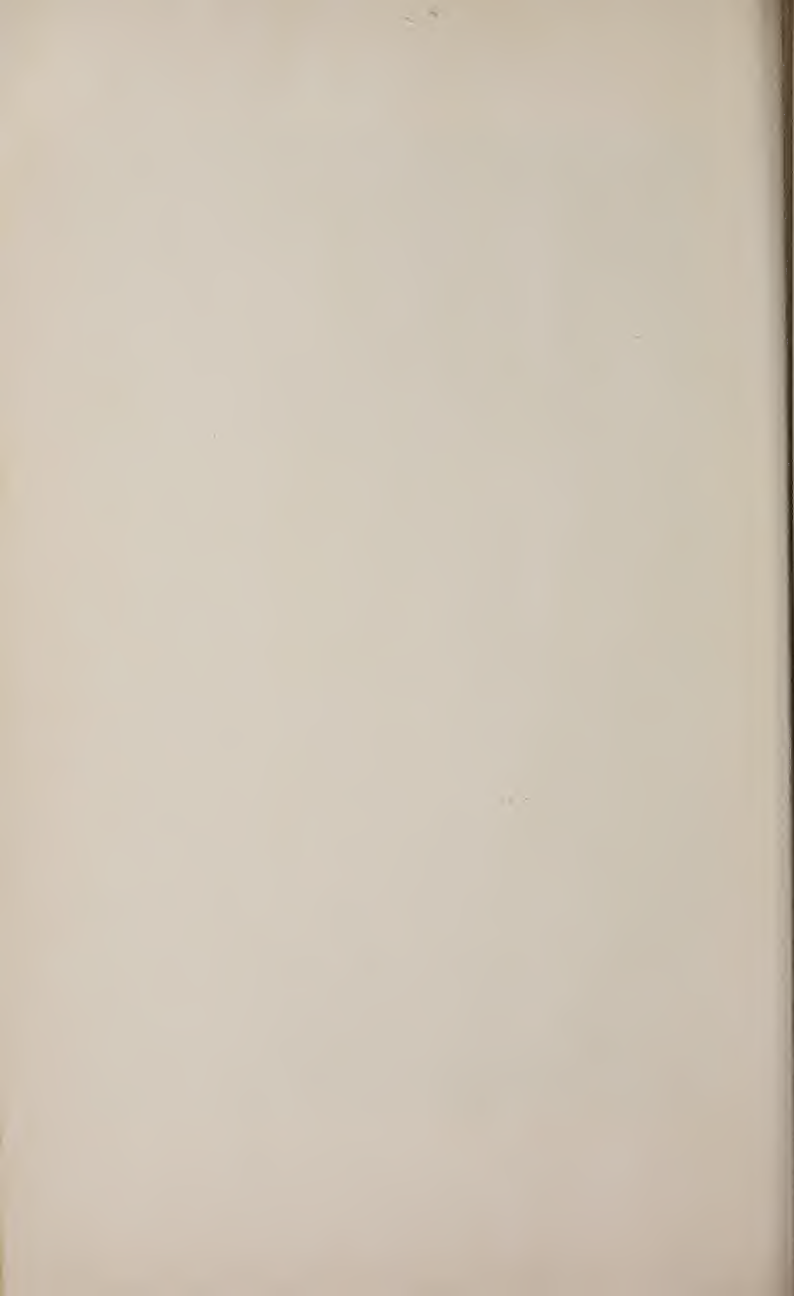
And now, farewell, with best wishes for your happiness, and the continued success of our beloved school, Fanwood.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Trades Schools.

Greenhouses.



ANNUAL COMMENCEMENT.

Literary exercises, marking the Seventy-Ninth Commencement of the Institution, were held in the chapel, beginning at eleven o'clock in the forenoon of Tuesday, June 8th. On the occasion the following was the—

PROGRAMME.

- I. PRAYER.
- II. ADDRESS BY THE PRESIDENT.
- III. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ENOCH HENRY CURRIER, M.A.
 1. Illustrations of Art Instruction, with Primary Classes.
 2. Salutatory Address, with Essay on "American Patriotism," by Bertha Margaret Spahn.
 3. Essay—Soliloquy on Milton's "Paradise Lost," by Sara Christine Fish.
 4. Essay—"Mind and Muscle," by Edward Rappholdt.
 5. Kindergarten Work with the Deaf.
 6. Intermediate Art Work.
 7. Essay—"Our Lady of the Snows," by Annie Lavinia McPhail.
 8. Essay—"Trades," by Peter J. Kiernan.
 9. Exercises by the deaf, dumb and blind boy, Orris Benson.
 10. Illustration of the Gymnasium.
 11. Essay—"Literary Recreations," with Valedictory Address, by Emma French Caddy.
- IV. REPORT ON THE ANNUAL EXAMINATION, BY THE CHAIRMAN OF THE COMMITTEE OF INSTRUCTION.
- V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS AND PRIZES.
- VI. "America," recited in signs.
- VII. BENEDICTION.

The essays and addresses, delivered by members of the graduating class, follow in their order on the program.

SALUTATORY ADDRESS, WITH ESSAY ON AMERICAN PATRIOTISM.

By Bertha Margaret Spahn.

Ladies and Gentlemen:—It gives me pleasure to welcome you here. We hope that the exercises will win your approval. It is unnecessary for me to mention in detail the good work of this school, as you can judge for yourselves what a marked progress it has undergone during the past several years.

We think that you will find many things that will attract your attention, whether your interest is that of a parent or a casual visitor, for our school certainly keeps pace with the march of progress, and affords all its pupils the greatest possible advantages to be obtained not only in a school for the deaf, but in any school for any class of people. Again, we bid you welcome.

ESSAY.

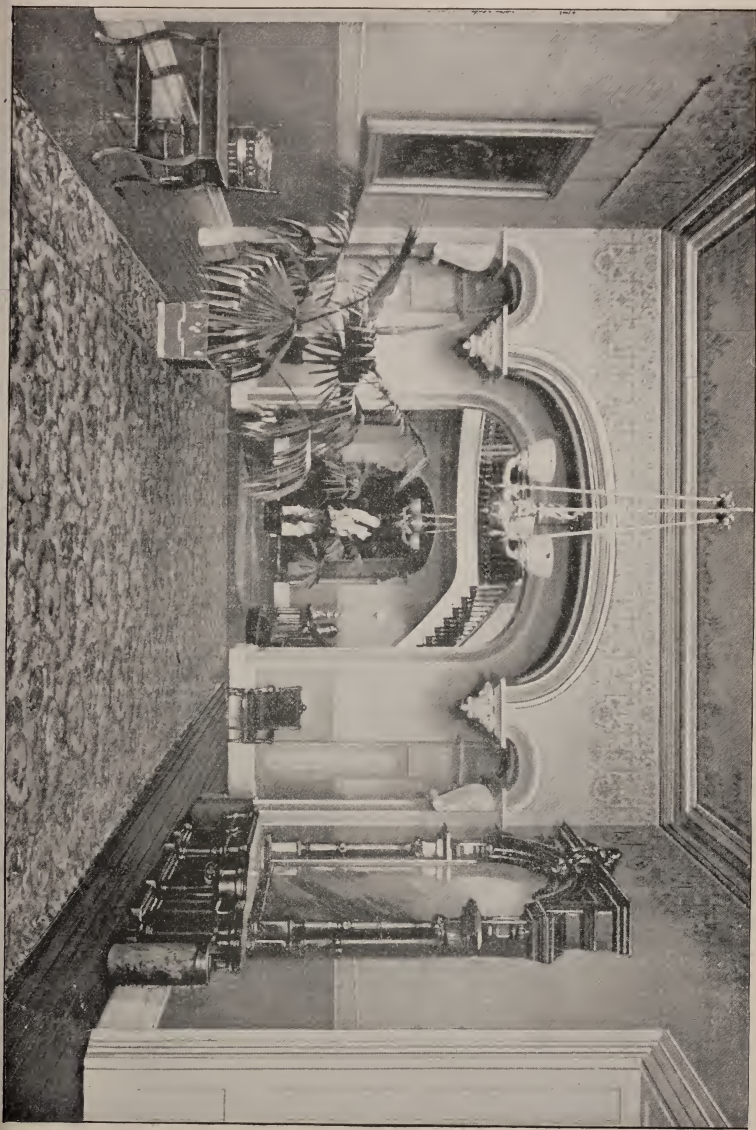
When Charles Dickens visited the United States many years ago, he returned home and issued to the world his "American Notes." In his remarks on us as a people, we were represented as a nation of money-makers, with only one idea, money and commercial gain, devoid of any literary, artistic or patriotic feelings. But the time came when even he confessed that his views were not strictly true, and he retracted them.

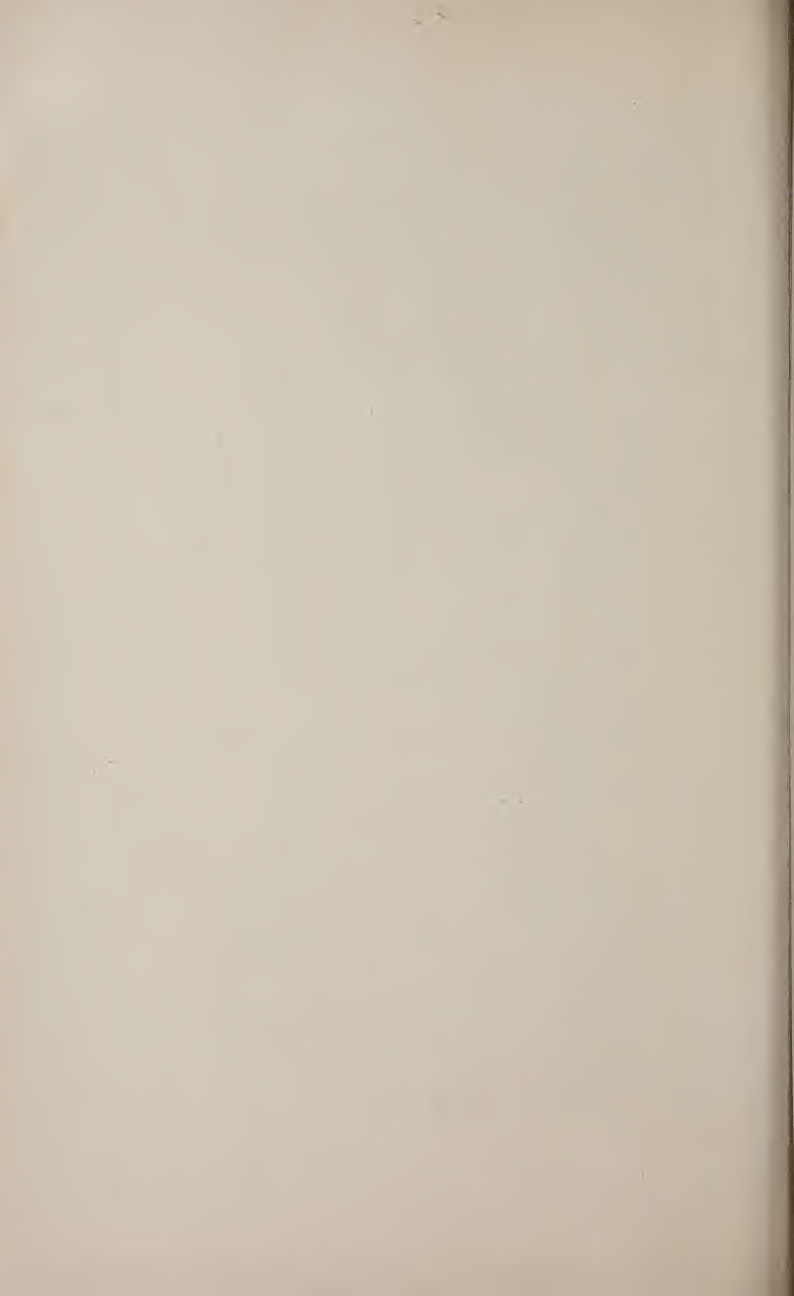
At this day, it is easy to see that such remarks are no more fully deserved, with reference to us, than as applicable to England or to any other great commercial nation. Looking back to the time when the United States, still in its swaddling clothes, began to grow into a nation, we see how deficient it was in money and other means of self-help, how it had to worry through poverty and privation for the sake of home and country.

Almost every nation now looks upon America as a wonderful and glorious country. Some assume the wrong idea that, from its vast resources and the number of its wealthy citizens, it is forgetting that the fundamental principle of its success is due to the sturdy patriotism of the forefathers and the steady advance in art and literature, and the education of the masses.

Quite recently another English writer has produced "The Land of the Dollar," which suggests that we are still regarded in the light of a money-making nation. But this later writer gives us due credit for our many-sided character, and there is hope that in time we shall gradually convince Europe that we are something more than a land of extremes of millionaires and paupers.

Can our country do without wealth? Can any country do without it? Certainly not; for after all is said, money is the open sesame of living. It keeps us busy and leads us to the many occupations of our daily life. As our daily bread depends on what we earn; we must work for it or starve. We want neither poverty nor starvation, but, taking advantage of our environments, to be comfortable. Yet to have other nations think that our country is merely a money-making nation, is not agreeable to our *amour propre*—for it is not true. It hurts us, it hurts our country; it belittles the two great struggles that are the





pointing posts in our annals, showing that we love honor and liberty above money. But we acknowledge the value of money, and we want the best.

By what means has our wealth been obtained? Not by greediness, but by the wise policy of government, and making the most of our natural resources. If patriotism had not existed in the hearts of our fathers years ago when the United States of America became a fact, what would it be like to-day? I dare say it would be far different from what it is now, a free country, but rather one full of strife, misery and misgovernment; perhaps subject to the severe despotism of some European ruler, as Cuba is to-day; perchance under Turkey, for no one can know.

Now we must not let patriotism die within us. Let us rather increase our love for our country. How? By observing its laws, by doing unto others as we would have others do unto us, by keeping our literary, our artistic, and our educational institutions up to the highest possible plane of perfection.

We have a profound belief in the patriotism that is ready in the time of peace to uphold the honor of the nation; we have faith in a government of moral force, and experience of evil has not bred distrust of virtue. Ours is a time aptly styled the "Heroic Age," the spirit of which has been correctly expressed by a yet living bard, who tells us truthfully:—

"He speaks not well who doth his time deplore,
Naming it new and little and obscure,
Ignoble and unfit for lofty deeds.
All times were modern in the time of them,
And this no more than others. Do thy part
Here in the living day, as did the great
Who made old days immortal! So shall man,
Gazing long back to this far-looming hour,
Say: 'Then the time when men were truly men,
Though wars grew less, their spirits met the test
Of new conditions, conquering civic wrong,
Saving the State anew by virtuous lives,
Guarding their country's honor as their own,
And their own as their country's and their sons',
Defying leagued fraud with simple truth,
Not fearing loss and daring to be pure
When error through the land raged like a pest,
They calmed the madness caught from mind to mind
By wisdom drawn from old, and counsel sane;
And as the martyrs of the ancient world
Gave Death for man, so nobly gave they life;
Those the great days, and that the heroic age.' "

MIND AND MUSCLE.

By Edward Rappholdt.

That history repeats itself is a known truth. Things have happened, and will happen again as they have happened before. There may be a little difference in detail, but repetition seems to be the order of history as it is of nature.

In the education of to-day we see the workings of this rule. While the same if not more attention is given to mental improvement as formerly, the physical condition of children is receiving more careful study. People say this is the new education, and that it is all wrong. Let us see. Greece was once considered the seat of the world's culture. But, while it had its great poets and lawgivers, it had also its Olympian Games. Mind and body received the same careful attention, and the results were grand. To Greece we owe much that we have in art and education. It also set a standard in muscular development which we have probably long since surpassed.

It is in the proper mixture of mental and muscular development that our education of to-day is making good progress. Every good school includes at least a gymnasium in its curriculum. Many add to this field sports and military drill. Our own school includes the whole three as a part of its training for the boys, while the girls have an equal share in the gymnasium drill.

Mind and muscle need not run contrary to each other. The boy, who seeks prominence in field work, must pay proper attention to his school duties. Failure to do so means that the authorities will disqualify him. He must lead a clean, wholesome and regular life, in order that he may be fit to do his work on the field. Above all, he must cultivate pluck, fortitude and decision of character.

Many persons object to the cultivation of Athletics in schools. They think they lessen the boys' estimation of the more serious work of the school, and interfere with studies. But they forget that, with the mind toned up by physical exercise, boys are better prepared for mental exercise.

An education that embraces the mind, the hands, and the muscles, is likely to produce a well-rounded development. The outcome of such a training will be to fit its beneficiaries for the real work of life and leave lasting benefits.

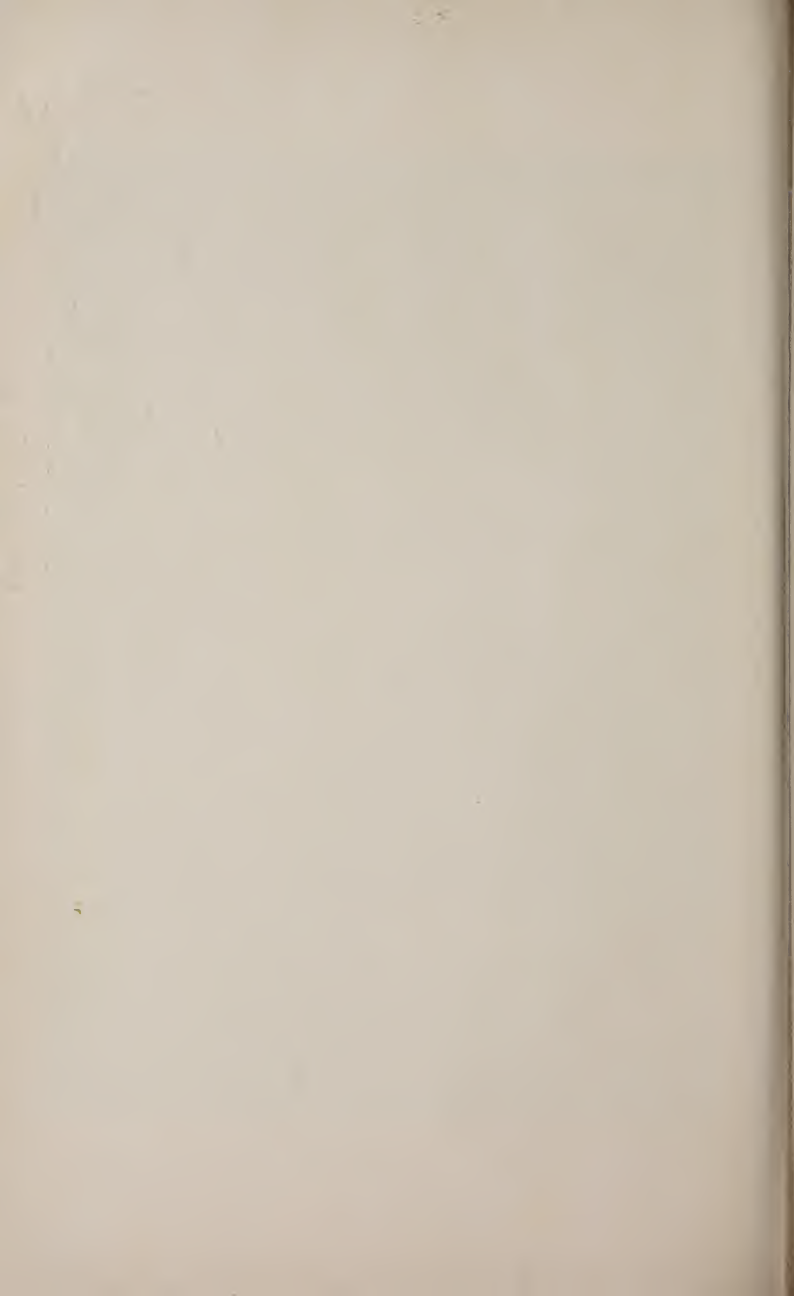
"OUR LADY OF THE SNOWS."

By Annie Lavinia McPhail.

Quite recently attention has been attracted to a new nomenclature applied to British North America, and there has been a mild dissent from Kipling's reference to Canada as "Our Lady of the Snows."



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.



But though portrayed as cold and uninviting, Canada has a big, warm heart. As I am a native of that land, I may be pardoned for saying a few words in regard to her, more especially so since the American people generally know as little about Canada and the Canadians as we do about the United States and the American people.

The first settlement made by Europeans in Canada was by the French navigator, Jacques Cartier, in 1535, and up to the year 1759, the country was under the last of the French Governors. Quebec surrendered to the force of General Wolfe. The change of allegiance from one sovereign to another was rendered as easy as possible to the inhabitants by the lenient measures of England.

The French power on the continent of North America having been thus transferred and consolidated in the hands of the English, the country soon began to give token of advancement. Lower Canada, which includes Quebec, is inhabited chiefly by French Canadians. They speak their native language, retain almost entirely their ancient laws, manners and religion, and follow rude modes of agriculture. They are generally averse to improvement. For these and other reasons, the country has not made the same degree of progress as Upper Canada. Yet it has enjoyed important advantages which have enabled it, in spite of its drawbacks in respect of population, and perhaps of climate, to keep pace with the upper division of the country. Being much nearer to the seaboard of the Gulf of St. Lawrence, it has been enabled to land numbers of enterprising emigrants.

The country of Upper Canada is mostly peopled by descendants of the English. The population is situated in the heart of the great fertile peninsula between the Lakes Erie, Ontario and Huron. The Scotch settlements in the county of Middlesex, particularly in the township of Westminster, have been remarkably prosperous. Many of the persons composing these settlements emigrated to Canada in order to escape the almost certain privations which presented themselves in the mother country to the worst-paid classes of working men, such as the hand and loom weavers of the past generation. These men, in most instances, are now in the enjoyment of a competent independence in their well-cleared farms, of which they are the proprietors. The county of Upper Canada containing the largest number from England and Wales, is York, on the shores of Lake Ontario, in which the city of Toronto is situated.

When Canada became a British colony, it was ruled by British Governors, who were often very arbitrary. With confederation formed by the British North America Act in 1867, it became a responsible Government. The government has not absolute powers, but is responsible for its acts to the people who select it. The form of gov-

ernment in Canada is the same as it is in England, but the government in England is supreme. That of Canada consists of the Governor-General, a Council, and a Parliament. The Council consists of fourteen members of Parliament, also called the Cabinet, who are the advisers of the Governor-General. Parliament consists of the Senate and House of Commons. The Senate consists of ninety-two senators, who are appointed by the Cabinet for life. The House of Commons consists of two hundred and fifteen members, who are elected by the people every five years.

The severity of winter in Canada is very commonly exaggerated. The atmosphere is so dry, clear and bracing, that throughout the greater part of the winter season, the cold in the open air is by no means unpleasant.

The appearance of the snow is heralded with much pleasure, both as a means of enjoyment and as affording facilities to the farmer for bringing his produce to market. The absence of good sleighing at any time during the winter season, is universally considered a loss in limiting the means of business and pleasure. Along the shores of Lake Erie and the Detroit River, the winters are shortest and there is less sleighing than in other parts.

In the winter the ice is excellent in some places, and Canadians have a passion for skating and riding in ice boats. In this season they are given to carnivals; they enjoy coasting and sleighing. In Montreal, Quebec, the people build ice castles in winter, and these, when illuminated have a grand effect, and draw tourists to Canada during the skating season.

The first snow of any amount usually falls in lower Canada about the beginning of December, and finally disappears about the middle of April. Then, under the genial south wind, all traces of winter rapidly disappear, and the spring and summer seasons are as pleasant and agreeable as can be found anywhere.

TRADES.

By Peter Joseph Kiernan.

It may be of some interest to note the progress we have made in our trades. It is of much importance to us to learn a trade, so that we can have the opportunity of getting a living when we leave school.

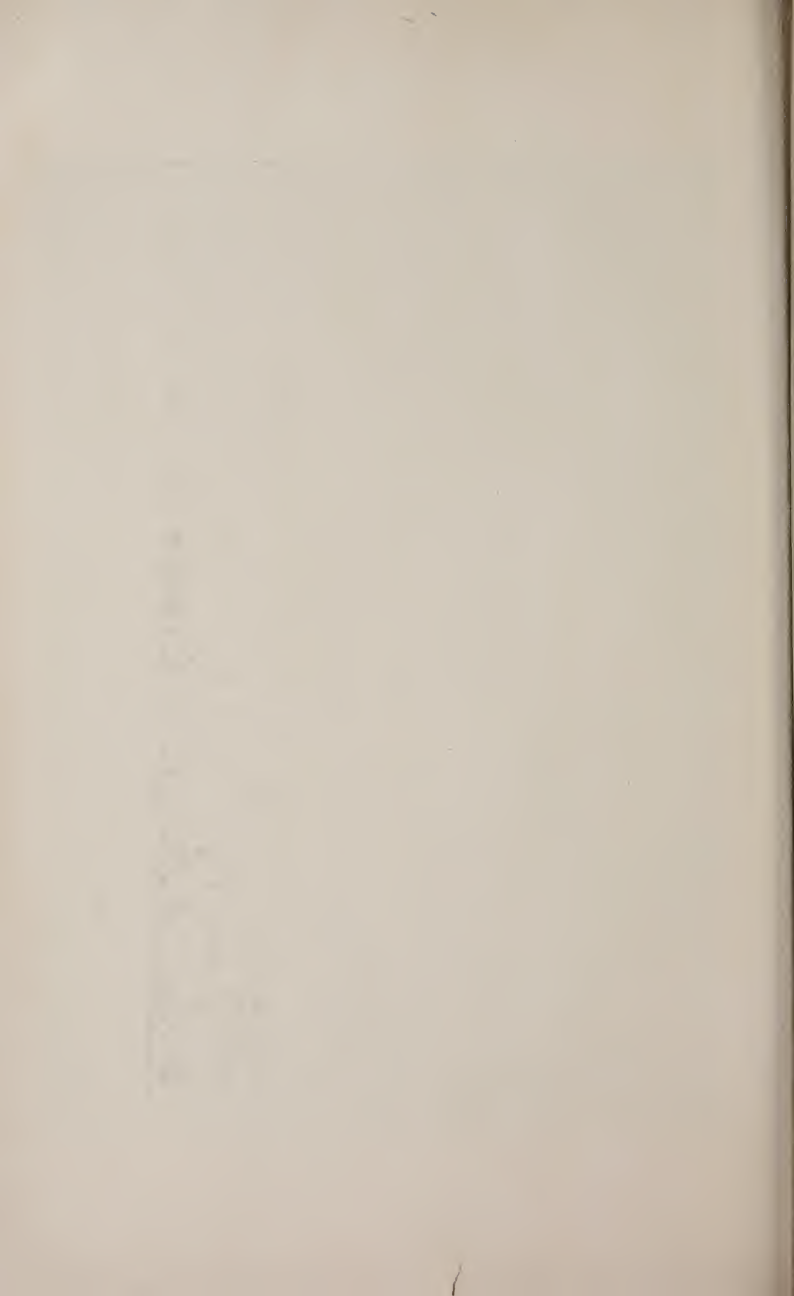
The aim of our Trade School system, as employed here, has always been to teach the pupils to be self-supporting.

Courses of instruction are offered in art, and practical drawing, painting, printing, floriculture, carpentry, cabinet-making and cooking. With this addition to the school instruction, it has been

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shown that our boys become thoroughly independent and make the best progress.

The method here pursued is to treat beginners precisely as if they were employed in a shop, the aim being to make the instruction as practical as possible. Our printers do all the work for the Institution besides printing a weekly paper. The carpenters assist in making all necessary repairs; the cabinet-makers furnish a great deal of our school furniture; while the cooking classes give frequent specimens of their knowledge of the culinary art, by meals prepared according to a given menu. Indeed, all the work of the various classes is done according to carefully prepared specifications, that the workers may become thoroughly familiar with such matters. The same system is followed throughout, each class being made familiar with the operations of a certain trade, so that when they finish their courses, they are competent to take positions at once and to do practical work.

In this respect the training differs from that of the mere manual training school. These aim to teach the uses of different tools, to educate the mind, while the trade school seeks to give the pupils a practical knowledge of some one trade as a means of livelihood. The latter object is steadily kept in view by the authorities of our school.

For my own part, I think it is important for us to pay close attention to our work, when we are beginning, so that we master the details of a trade and be master of it when we leave school. Then we can earn a good living.

Here we have the opportunity to learn different trades, and in this we are somewhat favored over hearing persons, because there are no regular trades taught in the public schools. Most of our graduates have had no trouble in getting into business in this city and other places, their trades having given them enough experience, so that they could learn other things.

All this shows that our trades schools are a great benefit to us. It is hoped that our trades will be increased and will do even better still in the future.

LITERARY RECREATIONS, WITH VALEDICTORY ADDRESS.

By Emma French Caddy.

In the many and varied pursuits of life there is always to be found a variety of recreation suited to our needs and conditions. The man who employs his hands more than his brains requires a different sort of recreation from that needed by the student, the thinker, the banker, the clerk, and all those whose occupations require continued mental effort.

The common laborer employs only his hands and body, and, at the same time, obtains exercise but does not do much brain work. He is, therefore, more apt to find recreation in reading than the brain worker, whose sedentary habits should suggest athletics and other bodily exercises for recreation. But if it should happen that the body and not the mind is worn out, there is always one resource available. This is a taste for reading which, if carefully cultivated and fed on the best authors, is always most enjoyable and makes us forget our commonplace surroundings.

Unlike athletics, which are sometimes carried to excess, it is a very rational recreation and is never in danger of being carried beyond reasonable limit. It furnishes the mind with good and solid ideas from the best and most talented authors of both ancient and modern times. It brings us in contact with the master minds of all the ages, past and present. It drives away listlessness, employs our thoughts, and removes from us temptations which would otherwise beset us. A little reading now and then in leisure moments, does wonders to lighten the labor of daily life. We come across some helpful word or thought, and treasure it in our hearts through the day, thinking of it, without knowing, we feel that our work has in some way seemed lighter than before.

When the mind is unoccupied, reading gives it occupation in presenting to us the choicest selections from both old and modern lore. We follow Homer as he carries us through the varied scenes of his *Iliad* and *Odyssey*, we listen to the sweet strains of Virgil, Petrarch and Dante, and honor the latter for his love for his Beatrice. We ramble through the groves of Arcady with the gentle Philip Sidney, and become imbued with his noble sentiments. Shakespeare opens to us the treasures of his master mind, the divine Milton assures us that

"They also serve who only stand and wait."

Ruskin, Macaulay, Wordsworth, Byron, Carlyle, Tennyson, Longfellow, Lowell, Whittier, Bryant, and other familiar friends and singers, give us freely of their rich treasure of thought and song. We wander in the fields of romance, poetry, history, and fiction, and meet and converse with the people who are of history and have made it.

Reading opens to us a wide fairyland, wherein we commune with the wisest, the best and the worthiest of all time. We cannot dwell with them long without being ennobled, and we carry their strong, sweet influence with us throughout our lives. It elevates us into a higher atmosphere beyond the dross of worldly things.

Reading does not bind us to one set course or method. All may find

in it something to suit their varied tastes. Some may read for instruction, and feel that their time has been well spent; others may revel in adventure, or in scenes from nature or human life. In this way each increases his store of knowledge of things that have happened or are happening. He gains information about different countries, their people, habits, customs, or is initiated into the sad and sunny phases of life and learns to discriminate between the good and the bad. His powers of imagination are stimulated and his sentiments are purified and elevated.

A great writer once said that his taste for reading had helped to while away many dull hours, and had given him newer and nobler thoughts to transmit to others, and that he thanked God he had cultivated the taste for reading. This brings us down to the words of the great French writer, Montesquieu, who said—

“I have never known any cares that were not lightened by an hour's reading.”

Others will readily attest the truth of his words. Often when the mind is burdened with care, a few hours' reading from some standard author drives trouble away, and after an hour's communion with some great master mind, we feel refreshed and able to go more easily about our daily duties.

In all our reading we need such works as will educate our entire being, not merely let in the light but draw out native gold. We learn lessons in our reading, trace God's hand in history and read his glory on the scroll of science. In our hours of loneliness and sadness, reading is our truest consolation. It possesses an immortality of perpetual youth, and

“Leaves us heirs to amplest heritages
Of all the best thoughts of the greatest sages,
And living tongues unto the silent dead.”

To the Board of Directors:—It is hard to find words in which to thank you for the interest you have always evinced in our welfare, and that of our school. Through the advantages offered to us here, we are enabled to leave the Institution with both mental and manual education that will fit us for life's battle. We who leave here to-day thank you sincerely for all you have done for us. Farewell.

Beloved Principal, Teachers and Officers:—On this, the day which means to us the sundering of the ties which have bound us to you, we find it hard to say farewell. You have always been careful of our mental and spiritual education, and by precept and teaching have sought to make us wise and honorable. In all things you have striven earnestly to fit us for the great world outside. You have been faith-

ful to your duty and have led us in such paths as will enable us to be wise, honest, pure and good. To-day you behold the full fruition of your faithful labors. From our hearts we thank you, and trust that you will receive your reward, if not here, then in the great hereafter. Farewell.

Graduating Classmates:—We stand at the threshold of the larger school of life which is as yet unknown to us. Let us strive to do our best in all things and remember the teachings of our *Alma Mater*. Let us never do anything that would make her ashamed of us, but strive always to uphold her honor. Our lives are ours to make or mar at will. Let us make our class motto, "To be, rather than to seem to be," the motto of our life, and always follow it. Then shall we attain the reward of the faithful and earnest. Farewell.

The conclusion of the literary exercises was followed by the distribution of certificates, diplomas and prizes, awarded in accordance with the following resolutions of the Board of Directors, passed June 8th, 1897.

PREAMBLE AND RESOLUTIONS.

WHEREAS, An examination of the State pupils in the New York Institution for the Instruction of the Deaf and Dumb has been held by the Committee appointed by the Board of Directors for that purpose; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, *viz.*:

George Dick, Jr.,	Jennie Bolender,
Samuel J. Dyer, Jr.,	Grace Burdette,
Louis Hatowsky,	Florence M. Byron,
Herman Landre,	Hannah Chaimowitz,
Charles Muller,	Katie Ehrlich,
Howell C. Young,	Margaret I. Muller,
Esther C. Baker,	Christina M. Peter,

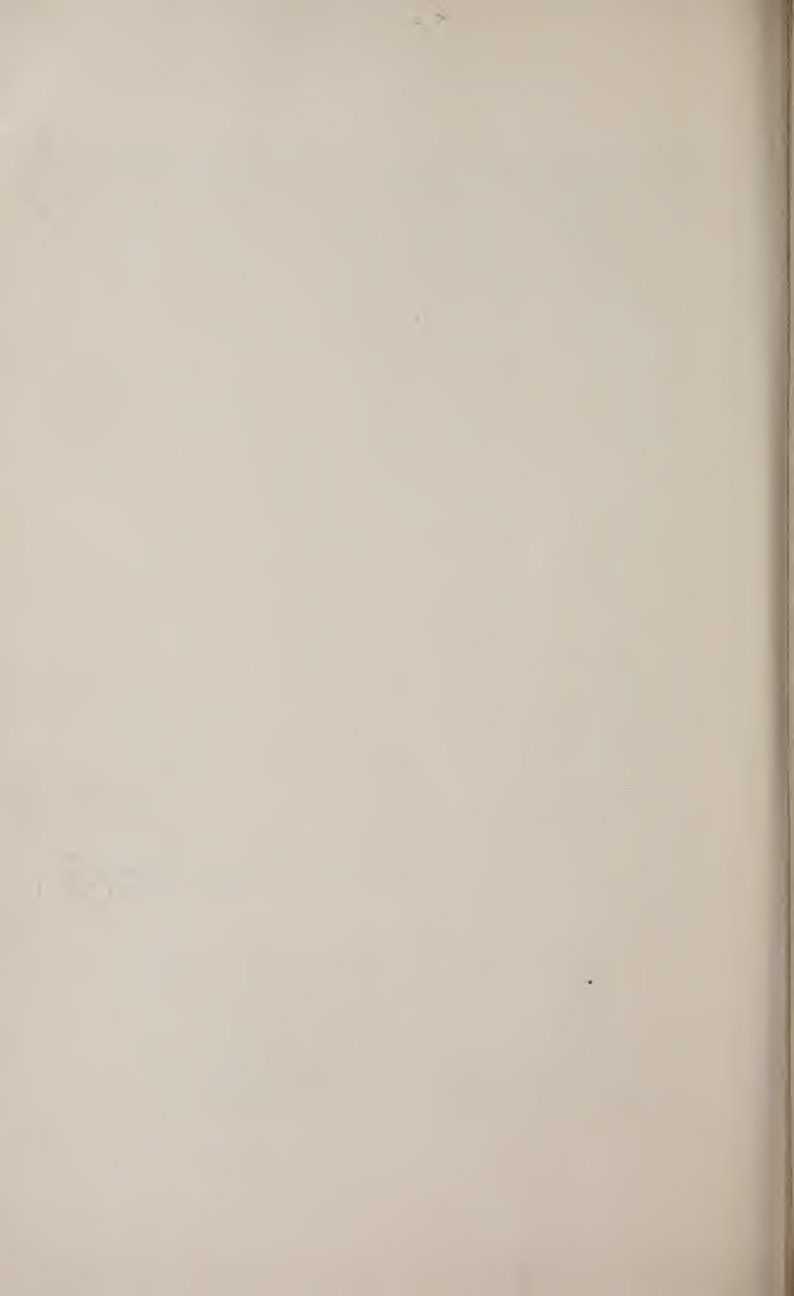
who have completed, or within the coming academical year will complete, the term of five years for which they were originally selected as pupils by the Department of Public Instruction; therefore,

Resolved, That said pupils be, and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of the law.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

The Power House. 92x36 feet.



Resolved, That

Edward Rappholdt,
Herman F. Beck,

Sarah A. Elsworth,
Lydia Amelia Smith,

who have completed the full term authorized by law as State pupils, and who have passed satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class, upon the expiration of their several terms.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That in accordance with the provisions of the by-laws of this Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, *viz.:*

George Dick Jr.,
Samuel J. Dyer, Jr.,
Louis Hatowsky,
Herman Landre,
Charles Muller,
Hannah Chaimowitz,
Margaret I. Muller,

Howell O. Young,
Esther C. Baker,
Jennie Bolender,
Grace Burdette,
Florence M. Byron,
Katie Ehrlich,
Christina M. Peter.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given them, *viz.:*

Herman F. Beck,
William M. Blauth,
George J. R. Ferguson,
Robert McVea,
Francis Picard,
Charles Pickruhl,
Henry Prinsinzing,

Charles Sanford,
Katie Blackman,
Sarah A. Elsworth,
Florence Gabie,
Mary Glosque,
Edna Pindar,
Lydia A. Smith.

Resolved, That the following-named pupils, who have completed a supplementary course of instruction, are entitled to diplomas and the that the same be given to them, *viz.:*

Peter J. Kiernan,

Morris Marks.

Resolved, That diplomas of the highest grade be given to the follow-

ing-named pupils, who have completed a full course of three years study in the High Class, *viz.*:

Emma French Caddy, Bertha Margaret Spahn,
Sara C. Fish.

Resolved, That the prize of shirtmaking be conferred on Theresa Wilson.

Resolved, That the prize for dressmaking be conferred on Charlotte A. Barnett.

Resolved, That the prize for plain sewing be adjudged to Clara De Rouville.

Resolved, That the prizes for proficiency in cooking be awarded to—

Female Morning Class.—Sarah Freeman.

Female Afternoon Class.—Lugai Fenalli.

Male Morning Class.—Alfred C. Stern.

Male Afternoon Class.—Frederick Satow.

Resolved, That the prize for progress and successful attainment in typewriting be awarded to Bertha Margaret Spahn.

Resolved, That the prize for speed and accuracy in typesetting, punctuality and good conduct during the year, originality and taste in job work, and general knowledge of printing, be awarded to—

First Grade.—Edward Rappholdt.

Second Grade.—Herman Landre.

Third Grade.—Louis Hatowsky.

Resolved, That prizes be given to the pupils of each division for proficiency in their respective trades, *viz.*:

CARPENTERS.

Morning Division.

Afternoon Division.

First Prize, Henry Muench.

First Prize, James Avens.

Second Prize, Francis Picard.

Second Prize, Samuel Biller.

TAILORS.

David Hurewitz.

FLORICULTURE.

Morning Division.—Henry A. Donald.

Afternoon Division.—Erich F. Berg.

Resolved, That from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :

ADVANCED GRADE.

Drawing, August Muhlbach ; Design, Emil Mayer ; Water Color, Gertrude Turner.

Honorable Mention.—Sarah A. Elsworth, Adelgurde Berg.

INTERMEDIATE GRADE.

Drawing, David Burt ; Design, Michael Elliott.

PRIMARY GRADE.

Drawing, Henry Dorst ; Design, Frederick Satow.

REGULAR SCHOOL CLASSES.

Senior Division.—Eli Ellis and Charles Gaunt.

Intermediate Division.—Mary Tanzas.

Junior Division.—Dora Hopfer.

Honorable Mention.—Joshua Levy, Edward Slinn, Arthur Izquierdo.

Resolved, That the Russell Gold Medal, for highest proficiency in the school of the soldier, be awarded to Anthony C. Reiff.

Resolved, That the Grosvenor Prize, for excellence in the reciprocal use of language and signs, be awarded to Carrie B. Van Valkenberg.

Resolved, That the Cary Testimonial be awarded to Emil Mayer, for superiority in scholarship and character.

Resolved, That the Demilt Prize, for scholarship and character, be awarded to William Renner.

Resolved, That the Special Prize offered by the Principal, for scholarship and character, be awarded to Annie Lavinia MacPhail.

Resolved, That the Anderson Prize, for superior attainment, be awarded to Bertha Margaret Spahn.

Resolved, That the Denistoun Prize, for English Composition, be awarded to Sara Christine Fish.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made to the Institution by the late Harriet Stoner, upon such pupil in the Institution as has never

acquired any knowledge of language through the ear, and at the time of graduation shall be found to have attained the highest comparative excellence in character and study, be awarded to Peter J. Kiernan.

Resolved. That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to Emma French Caddy.

All of which is respectfully submitted.

THOMAS GALLAUDET, *Chairman.*

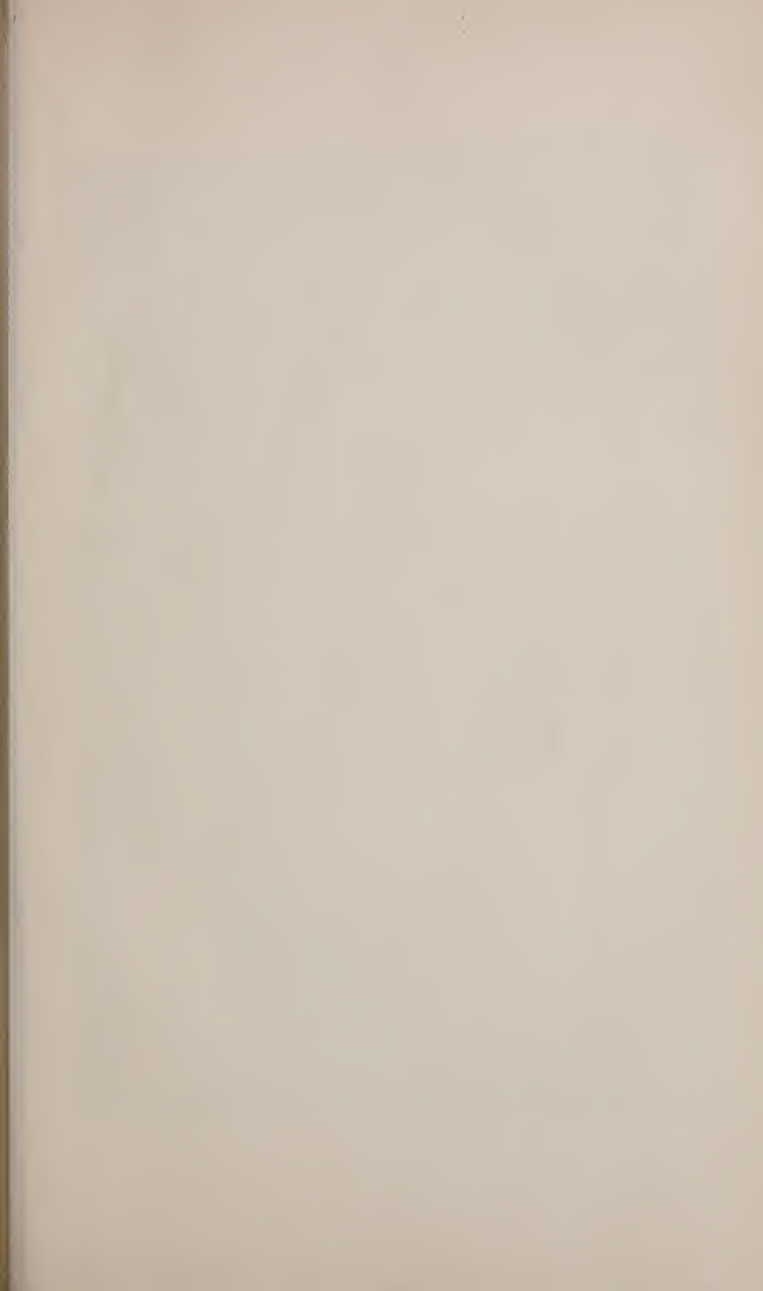
AVERY T. BROWN, *Secretary.*

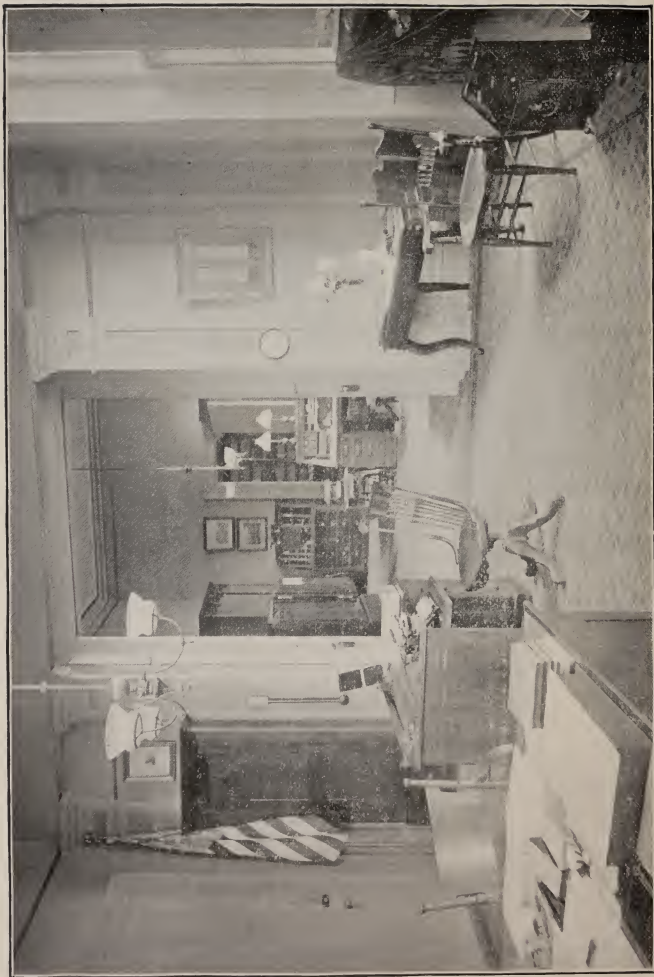
CHAS. A. LEALE,

EDWARD M. TOWNSEND,

EDWIN LANGDON,

Committee on Annual Examination.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
EXECUTIVE OFFICES.

FINANCIAL STATEMENT.

*Report of the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb of the
Receipts and Expenditures, for the year ending September 30, 1897.*

RECEIPTS.	EXPENDITURES.
Amount received from the State Comptroller	Groceries and Provisions
\$60,108 68	Clothing
Amount received for County Pupils	Furniture and Bedding
11,975 11	Building and Repairs
Amount received for Pay Pupils	Contingent Expenses
1,927 55	Salaries and Wages
Amount received from other sources	Fuel and Lights
770 95	Stable
\$74,782 29	Garden and Grounds
Amount received from Real Estate and Building Fund for deficit for the year	Laundry
38,063 00	Schools
	Printing
	Hospital
	Cooking School
	335 00
	Total.
	\$112,845 29

MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of real estate, and from the Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library fund for maintenance of Library. The Frizzell, Harriet Stoner, William H. Fogg and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests.

Receipts and Expenditures "from funds not applicable to current expenses, etc., etc.," for the year ending September 30, 1897.

RECEIPTS.

1896.

Oct. 1.	Cash on hand—Balance from old account.	\$10,207 20
	Interest on Bonds and Mortgages.	7,177 71
	Balances in Trust Companies.	15 70
	Balances in Saving Banks.	333 30
	Loans from N. Y. L. Ins. & Trust Co.	10,000 00
	Loans from Chemical Nat. Bank.	45,500 00
	Loans from Central Nat. Bank.	8,000 00
	Bond and Mortgage on Lot No. 1 paid off.	3,640 00

EXPENDITURES.

10 Executive Committee drafts.	\$9,048 99
Rudolph Roso, for survey.	24 00
N. Y. L. Ins. & Trust Co., for loan.	10,000 00.
same Interest on do.	76 11
Chemical Nat. Bank account loans.	16,500 00
same Interest on do.	217 31
Central Nat. Bank.	110 23
Library Committee drafts (3).	132 95

House Account for deficit for year.
Sept. 30. Balance to new account. Cash in Bank

of Metropolis.	\$1,423 89
N. Y. L. Ins. & Trust Co.	319 21
United States Trust Co.	90 01
Seaman's Bank for Savings.	3,160 19
Institution for Savings of Merchants Clerks.	5,707 84

10,701 32

\$84,873 91

\$84,873 91

BALANCE SHEET.

DR.

CR.

* Real Estate and Building Fund.	\$100,060 79	Cash Account.	\$ 10,701 32
William H. Fogg Fund	10,000 00	Bond and Mortgage Account.	145,227 50
Library Fund	4,466 33		
Frizzell Fund.	3,988 76		
Harriet Stoner Fund	244 79		
Cary Fund	168 15		
Chemical Nat. Bank	29,000 00		
Central Nat. Bank	8,000 00		
	<u>\$155,928 82</u>		<u>\$155,928 82</u>

* Mem.—House Account owes for advances made to meet deficits \$135,895.49.

STATE OF NEW YORK, }
 CITY AND COUNTY OF NEW YORK, } ss.:

Edward M. Townsend, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further said not.

Sworn to before me this 20th }
 day of October, 1897. }

R. O. CONNOR,

Notary Public for New York County.

EDWARD M. TOWNSEND,
Treasurer.

REPORT OF THE ATTENDING PHYSICIAN.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—The past year has been an unexciting one in the medical annals of the Institution. While there has been at no time a lack of work for our nurse, the majority of the patients have suffered from mild affections, and we have no deaths to record.

At the opening of the Fall term, a number of the pupils returned from vacation with a peculiar swelling of the glands in the neck. The affection did not spread by contact, and was probably one of the many manifestations of influenza poisoning.

The latter disease, with tonsillitis, to which the deaf and dumb seem especially prone, has furnished the large majority of our patients.

A list of the principal diseases is appended:

DISEASES.	Cases.
Abscesses.....	3
Adenitis.....	18
Burns.....	7
Carbuncle.....	1
Conjunctivitis.....	49
Convulsions.....	1
Diphtheria.....	1
Eczema.....	27
Epilepsy.....	1
Erysipelas.....	1
Fracture of tibia.....	1
Fracture of radius.....	1
Influenza.....	84
Keratitis.....	3
Meningitis.....	1
Otitis (acute).....	4
Pneumonia.....	2
Remittent fever.....	20
Rheumatism.....	3
Ringworm.....	9
Sprains.....	15
Tonsillitis.....	109
Trachoma.....	8
Varicella.....	2
Wounds.....	14
Total.....	385

Yours respectfully,

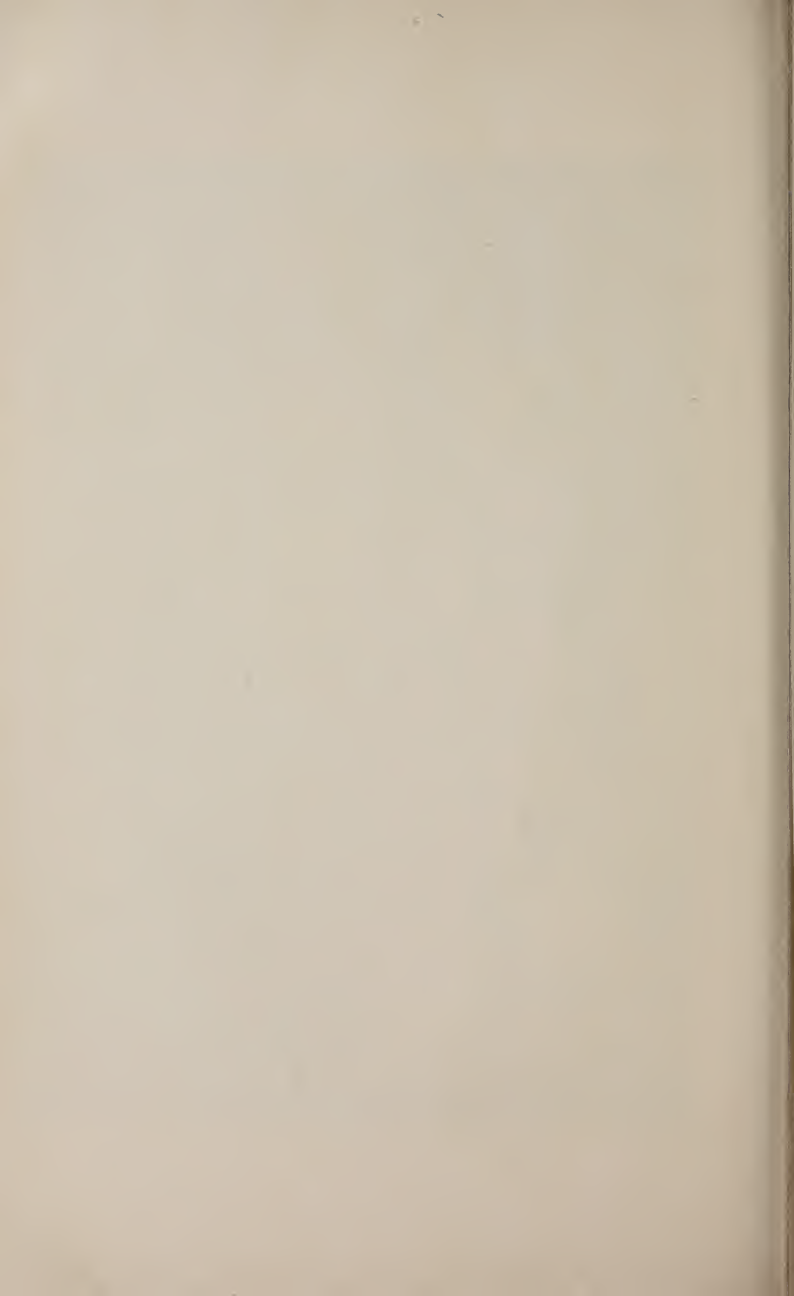
W. T. ALEXANDER, M.D.

October 1, 1897.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

PUPILS' DINING ROOM, MAIN BUILDING—60x80 feet.



REPORT OF THE DENTIST,

NEW YORK, November 1, 1897.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN :—I herewith present the dental report of the Institution, for the year ending November 1, 1897.

Number of hours' work.....	235
Number of Fillings.....	584

As the extractions have been confined almost wholly to the deciduous teeth of children, no record of them has been kept, except to mark them on the chart made of each pupil's mouth, and which shows each operation performed in it.

To particularize in regard to the work of the past year, would be to write a Thanksgiving number.

Pulps of teeth have been killed in only two instances, but *no tooth has been extracted* to save the dentist the trouble of filling it, as the conservative measures adopted at the start, over four years ago, have been so satisfactory as to make that conservatism now the iron-clad rule.

I have little faith in the existence of "teeth that will not hold a filling," which "cannot be saved," etc.

There are probably sufficient of these to prove the rule of general salvability.

The cleanliness insisted upon by the Institution, has much to do with the success of the dental work, and the descent which is made upon the delinquents often happily causes them to be numbered among the cleanly.

The deciduous teeth of children, which have lost their pulps through decay, were treated and filled the previous year in sparing numbers. The results of this trial have induced the practice in many cases in the past year, and the ease with which these little members may be rendered wholesome and serviceable to their small owners, should command its adoption in all children's practice.

Very faithfully,

CHARLOTTE E. BENTON, D.D.S.



APPENDIX.

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about 23 acres, and are located upon the banks of the Hudson River, at Washington Heights, between One Hundred and Sixty-second and One Hundred Sixty-fifth Streets. The entrance to the grounds is at the junction of Amsterdam Avenue (formerly Tenth Avenue) and Kingsbridge Road, near One Hundred Sixty-third Street, about nine miles from the City Hall.

The Institution can be reached by all elevated railroads to Harlem, and thence by cable road on One Hundred and Twenty-fifth Street, to One Hundred and Sixty-second Street on Amsterdam Avenue.

TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of \$350 to \$400 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$200 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the second Wednesday in September and end on the second Tuesday in June.

II. The regular time of admission is at the close of vacation, which extends from the second Tuesday in June to the second Wednesday in September. Pupils will, however, be received at any time when accompanied by the proper certificate of appointment.

III. No deduction will be made from the annual charge in consequence of absence on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and education, must be addressed to the **Principal**.

The post-office address of the Institution is **Station M, New York**.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children under 12 years may be admitted to the institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected and supported as State pupils, is chargeable to the county from which they come, at the rate of thirty dollars per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

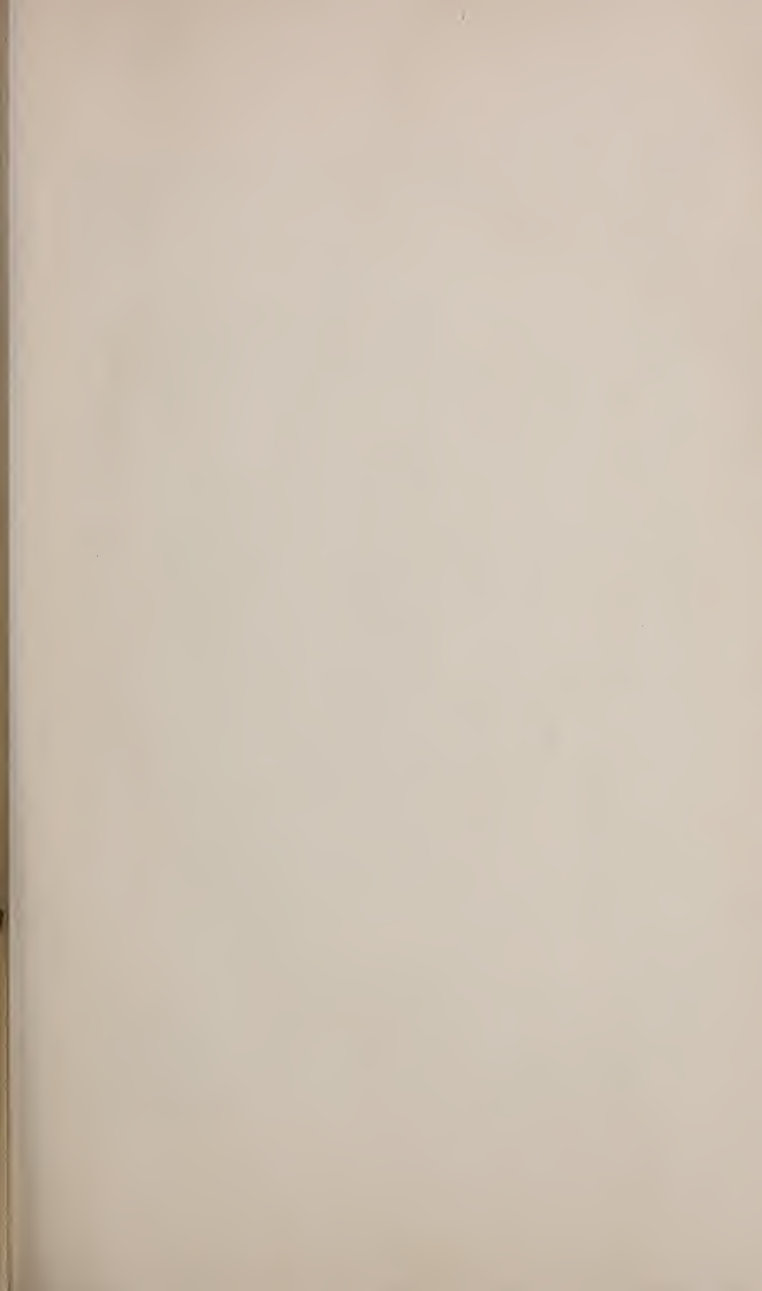
VIII. Should objection exist to the admission of any individual, the Board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expenses to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or, at least, to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of the pupil in full.
2. Residence, town, county, State.
3. When was he born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove that deafness, and if so, by whom and with result?
11. Have any attempts been made to communicate instruction? If so, what?





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.
FIRE EXTINGUISHING APPARATUS.

12. Is there any ability to articulate or read on the lips? How much?
13. Is he cleanly?
14. Has he had any acute disease or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy?
16. Has he shown any signs of mental imbecility, idiocy, or insanity?
17. Has he ever used ardent spirits, opium, or tobacco?
18. Has he ever been vaccinated or had the small-pox?
19. Has he had the scarlet fever? Measles? Mumps? Whooping-cough?
20. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?
21. Are there any other cases of deafness in the family, among relatives or ancestors? If so, name them.
22. What is the name of the father?
23. Where was he born?
24. What is the name of the mother (before marriage)?
25. Where was she born?
26. What is the name and post-office address of the correspondent?
27. What is the occupation of the father?
28. Have either of the parents died?
29. Has a second connection been formed by marriage?
30. Were the parents related before marriage—*e.g.*, cousins?
31. What are the names and ages of their children?
32. What has been the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?
33. Has he any special mark or peculiarity of appearance?
34. Color, color of eyes, stature, color of hair?
35. How long has the applicant lived in the State of New York?
36. How long in the county above named?
37. How long have the parents, guardian, or nearest relative, lived in the State of New York?
38. How long in the county above named?
39. By whom is this information given?
40. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

President.

THATCHER M. ADAMS,

Secretary.

LAWS AND BLANK FORMS.

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by Chapter 213, passed April 29, 1875, and Chapter 36, passed February 18, 1892, entitled "An act relative to the care and education of deaf-mutes."

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseers of the poor of the town, or the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any Institution for the education of deaf-mutes.

§ 2. Any parent, guardian, or friend of a deaf-mute child within this State, over the age of five years and under the age of twelve years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals, or comfort of such child may be endangered or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in the Albany Home School for the Oral Instruction of the Deaf at Albany, or any institution in the State for the education of deaf-mutes, as to which the Board of State Charities shall have made and filed with the Superintendent of Public Instruction a certificate to the effect that said institution has been duly organized and is prepared for the reception and instruction of such pupils.

§ 3. The children placed in said institutions, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition, and clothing for such deaf-mute children, placed as aforesaid in said institutions, not exceeding the amount of three hundred dollars per year above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received; and the bills therefor, properly authenticated by the Principal or one of the officers of the institution, shall be paid to said institution by the said county, and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This Act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE I, SECTIONS 9 AND 10 (as amended by Chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed April 29, 1879.

§ 6. Every person resident in this State between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for three years preceding, and who make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, *viz.*: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, provided his or her application be approved by the Superintendent of Public Instruction. The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging, and tuition, and the directors of said institution shall receive for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of

this State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths. The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend Section 9 of Title 1 of Chapter 555 of the Laws of 1864."

Passed June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or if a minor, whose parent or parents, or if an orphan, whose nearest friend shall have been a resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils ; and all blind persons of a suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows : All such as are resident in the counties of New York, Kings, Queens, Suffolk, and Richmond, shall be sent to the institution for the blind in the city of New York ; those who reside in other counties of the State shall be sent to the institution for the blind in Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of educating and clothing such pupils shall be paid by their parents, or guardians, or friends, in such manner and at such times as the Superintendent shall designate, which conditions he may modify, from time to time, if he shall deem it expedient to do so.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, }
County of..... } ss.:

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the.....day of....., 18 , and that in consequence of the want of education, the health, morals, and comfort of said child may be endangered or not properly cared for ; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to Section...., Chapter 325 of the Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

Dated.....18 .
This act to take effect immediately.

CERTIFICATE.

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, }
County of..... } ss.:

I have this day selected.....of the town of.....county of....., son [or daughter] of.....who, was born on the.....day of....., 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of....., 18 , to the.....day of....., 18 (he being then twelve years of age), to be educated and supported therein during that period, at the expense of the county of.....in conformity with the provisions of Section....., Chapter 325, Laws of 1863, as amended by Chapter 213 of the Laws of 1875.

..... }
..... of the town of
.....

Dated....., 18 .

APPLICATION

FOR THE ADMISSION OF STATE PUPILS.

To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at One Hundred and Sixty-third Street and Eleventh Avenue, New York City:

The undersigned, desiring to procure the admission of..... as a State pupil, in the institution above named, for the purpose of receiving the benefits of education, would submit the following statement of facts:

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows:

State.....County.....Town or City.....

NOTE.—(Name street and number.)

How long has the applicant lived in the State of New York?

Answer.....

How long in the county above named?

Answer.....

State full names of parents, guardians, or nearest relative of applicant.

Answer.....

State the residence of the above named parents, guardians, or nearest relative, as follows:

State.....County.....Town or City.....

State how long the above-named parents, guardians, or nearest relative have lived in the State of New York.

Answer.....

How long in the county above named?

Answer.....

When was the applicant born?

Answer.....

State where.

Answer.....

Is the applicant of good moral character; free from disease; and does he possess intellectual faculties capable of instruction?

Answer.....

Has the applicant ever been a pupil in any institution for the..... and if so, what one, and for how long?

Answer.....

Has the applicant, or the parents, relative or guardian, above

named, sufficient pecuniary ability to pay for any portion of the board, tuition, or clothing of said applicant at said institution?

Answer.....

State any other fact or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

Dated at.....this.....day of.....18 .

NOTE.—It is desired that the application and affidavit be made by the parents, guardian, or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent, state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }
County of..... } ss.:

The undersigned, being duly sworn, says that.....
is the parent, guardian, or relative of applicant above named, and that
the above statement signed by.....is true to the best
of.....knowledge and belief.

Sworn to before me, this.....

day of.....18 .

CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK, OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

TO THE HON.....

Superintendent of Public Instruction, Albany, N. Y.:

The undersigned hereby recommends that the above named applicant
.....be appointed
a pupil in the New York Institution for the Instruction of the Deaf and
Dumb at New York for the term of.....years, from.....
.....and that clothing be furnished by.....

Principal.

FORM OF BOND.

Know all men by these presents, that we.....of
in the county of.....and State of
, and of in the county
 of.....and State of.....are held and
 firmly bound unto.....the treasurer of the New
 York Institution for the Instruction of the Deaf and Dumb, and his suc-
 cessor in office, in the sum of.....dollars, for which payment,
 well and truly to be made, we bind ourselves, our heirs, executors, and
 administrators, jointly and severally, firmly by these presents.

Sealed with our seals. Dated at.....this.....day of

.....A. D.....

Whereas.....of.....in the county
 of.....and State of.....has been or
 is about to be admitted as a pupil in the institution aforesaid;

Now, therefore, the condition of the obligation is such, that if the
 above named obligors shall well and truly pay, during the continuance of
 the said.....as such pupil, the sum of four hundred dollars
 per annum for.....board and tuition, semi-annually in
 advance, and shall also pay in advance the sum of fifty dollars a year for
 clothing, and shall also pay on demand all sums charged to the account
 of said.....for money or necessary articles furnished to
 said.....; and shall also pay interest on each bill, from and
 after the time it shall become due, then this obligation to be void, other-
 wise to remain in full force and virtue.

Sealed and delivered in the presence of

.....[L. S.]

.....[L. S.]

PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held, *viz.*: At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the second Tuesday of June, answering to commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notices of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.



*This Institution holds in perpetual and grateful remembrance
the names of its*

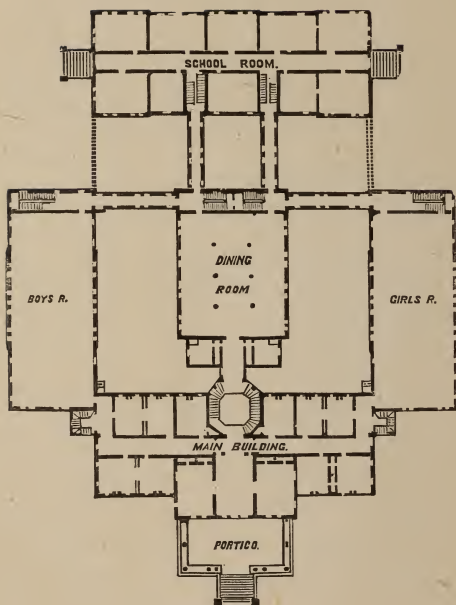
MUNIFICENT BENEFACTORS.

EPHRAIM HOLBROOK.	SETH GROSVENOR.
WILLIAM DENNISTOUN.	SIMON V. SICKLES.
ELIZABETH DEMILT.	THOS. C. CHARDAVOYNE.
MADAME ELIZA JUMEL.	JAMES ANDERSON.
SARAH STAKE.	THOS. FRIZZELL THOMPSON.
SARAH DEMILT.	THOMAS RILEY.
JOHN NOBLE.	JAMES N. COBB.
THOMAS EGGLESTON.	ELIZABETH GELSTON.
SAMUEL S. HOWLAND.	ROBERT C. GOODHUE.
THOMAS EDDY.	DANIEL MARLEY.
BENJ. F. WHEELWRIGHT.	ELIZA MOTT.
MARIA M. HOBBY.	SAMUEL WILLETTS.
BENJAMIN ABRAMS.	JAMES KELLY.
JOHN ALSTYNE.	LEONA L. BOLLES.
MARY ROGERS.	BENJ. F. BUTLER, SR.
JULIA A. DELAPLAINE.	CHARLES W. COOPER.
MRS. JOHN F. NORBURY.	ELIZABETH FOGG.
GEORGE P. CLAPP.	MRS. ANN L. TURNER.

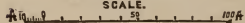
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PRINCIPAL FLOOR.
SCALE.





NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

THE TUNNEL, CONNECTING THE POWER HOUSE AND MAIN BUILDING. 280x7x7½ feet.

